URBAN/MUNICIPAL

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1988

URBAN/MUNICIPAL

January 1988 - November 1989

MINUTES OF THE SPECIAL
EDUCATION ADVISORY
COMMITTEE OF THE BOARD
OF EDUCATION

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1988

URBAN MUNICIPAL
FEB 18 1988
GOVERNMENT DOCUMENTS

MINUTES OF THE

SPECIAL EDUCATION ADVISORY COMMITTEE

1988 01 20

Present:	Judith Bishop (Chairman); Trustees Baskin, Deans and Desmarais; Mesdames Knol, Masters, Oommen and Tilbury; Messrs. Foster and Omerod; Miss Dalziel; Drs. Brennan and Jacobs.
Not Present:	Trustee Van Horne; Dr. Newberry.
Also Present:	D. Hutton - OSSTF; A. Robertson - Principal, Westmount; R. Simpson - HPA.
Officials Present:	P. Beveridge (Superintendent of Curriculum, Special & Educational Services [Designate]), F. Kelly (Superintendent of Schools, Area 2), F. Neumann (Administrative Assistant to the Director of Education), R. Adams (Supervisor, Special Education), J. Henry (Gifted Consultant).

The Chairman called the meeting to order.

Mrs. Bishop requested the following addition be made to the previous minutes:

- page 5, add as paragraph 3 - "The Accommodation Committee, in response to Mrs. Bishop's presentation, had noted that space set aside for Special Education in new additions or buildings would add to their cost perhaps as much as $100,000."

Mrs. Masters requested the following addition be made to the previous minutes:

- page 2, Membership Organization Update, paragraph 2, third line - from: "...the lack of services for the developmentally handicapped..." to: "...the lack of services for the physically and developmentally handicapped..."

Mrs. Masters felt the correspondence to the Minister regarding the concern for the lack of services for the handicapped adults in the community did not express concern intended for both physically and developmentally handicapped adults.

- with reference to page 8, Dr. Jacobs expressed concern that the discussion recorded did not reflect accurately the intent and it was agreed that Mr. Beveridge would amend the appropriate paragraph(s) as follows:

Page 8 reads: "Dr. Jacobs expressed surprise . . ."

Should read: "Dr. Jacobs remarked, that with respect to Dr. Harris' study, the children only spend a very limited time within the school setting and a large proportion of their time in a setting beyond the reach of the parameters of the study."

Page 8 reads: "When a pilot is being conducted . . ."

Should read: "Dr. Jacobs supported Dr. Pryor's position that we do not have the right to intrude on the privacy of the family. He pointed out, furthermore, that when a study such as this is being conducted, there has to be a sufficiently large sample in order to draw valid inferences.

Dr. Jacobs wished to know if anyone had considered the impact of the teachers and the parents in this study.

While he congratulated Dr. Harris and Dr. Pryor on their present work, he thought, nevertheless, that the above were very valid problems to keep in mind."

Moved by Miss Dalziel:

> That the minutes of the last meeting, as amended, be approved.

CARRIED.

Mrs. Bishop welcomed Ms. Andrea Robertson (Principal of Westmount Secondary School), Mr. Richard Simpson (H.P.A.), and Mr. David Hutton (O.S.S.T.F.).

GENERAL

BUSINESS ARISING OUT OF THE MINUTES

Membership Organization Update

Mr. Foster (Parents' Committee, CNIB) indicated the committee meets quarterly. The next meeting will be held in March. A toy library has been established and five video tapes, VHS format, are available for borrowing. In addition, a list of the materials, contact person and literature regarding other services will be made available to members.

Mrs. Knol (Association for Bright Children) reported on the November visit of the Provincial President, Marg Walker. This group has a strong lobby at the provincial level.

Mrs. Masters (Hamilton & District Parents of Disabled Children) shared with the members the newsletter entitled "The P.E.O.P.L.E." (Physical Exceptionalities: Opportunities for Peer Learning Experiences Newspaper) from Sherwood (see attached). A newsletter to the parents is forthcoming and the housing proposal is also forging ahead.

Miss Dalziel (Hamilton & District Society for Disabled Children) reported the Society is committed for one year to financially support "Operation Employability". Documentation and recommendations about the effects of Year One are forthcoming.

On behalf of SEAC, Mrs. Bishop congratulated Mrs. Tilbury on her appointment as President of the Association for Children & Adults with Learning Disabilities.

Mrs. Tilbury (Association for Children & Adults with Learning Disabilities) indicated she will inform members at a later date as to the time and date of the program that will be provided by Doreen Kronick in May.

Mr. Omerod (Canadian Hearing Society) informed SEAC of the Society's goal to expand and renovate its premises on Parkdale for the use of the deaf community and other associated individuals. The Society is hoping to provide a series of basic education programs.

On behalf of SEAC, Mrs. Baskin congratulated Mr. Beveridge on his appointment as Superintendent of Curriculum, Special & Educational Services (Designate).

A discussion ensued regarding the concern over the expertise needed to assess the computer technical equipment needs of the developmentally delayed and the trainable retarded, the amount of time taken to evaluate that need, and the wise use of funding. The video entitled "Kids, Keyboards and Communication" was referred to as an example of the work done by Media Services.

Mrs. Bishop shared two newspaper clippings entitled - "Keeping Up With The Swinging Superkids" and "Troubling Over The Fate Of Problem Children" (see attached). In addition, she informed members that a two day conference on Autism will be held on April 14 and 15. Mr. Beveridge has the details.

A membership list was circulated among members for verification.

Report on Membership: Epilepsy

Mr. Beveridge informed SEAC that Mr. Yurkiw, Supervisor of Adjustment Services, had been asked by the Epilepsy Board of Directors to sit on this SEAC as their representative. He cannot do so because he is an employee of the Board. Another representative will be approached in about two weeks.

With respect to the number needed for a quorum, it was clarified that one half the number plus one represents a quorum and there are presently eleven members plus four Trustees on this committee. The maximum number of member organizations is twelve.

SEAC In-Service Report

The in-service will be held on February 8, at 5:45 - 8:15. The location will be confirmed. The agenda will consist of: welcome, introduction of the special education staff, handbook presentation, how to access programs, etc.

Educational Assistants' Program

Mr. Beveridge reported the program proposal was supported at the Board level and is now in a position to be implemented.

Update: Operation Employability

With respect to the desire of SEAC to have non-voting representation on the Operation Employability steering committee, Mr. Beveridge indicated the response looks positive. In addition, he suggested written confirmation from Judith McAnanama (Secretary of the Steering Committee), that a representative could attend the next meeting.

Over 21 Issue

With respect to the correspondence forwarded to the Honorable Christopher Ward, 87 10 16, by the Director and the return correspondence, Mr. Beveridge highlighted the replies received from Elinor Caplan, M.P.P., 1987 12 14, and from John Sweeney, Minister of Community and Social Services , 1988 01 13. (see attached).

He assured Mrs. Masters that the wording in the letter to the Minister of Education "developmentally handicapped students (with varying aetiologies)" identified concern for the needs of both physically and developmentally handicapped students. As expected, the letter was referred to an interministerial group - The Working Group.

Mrs. Deans suggested this Board should provide the impetus and develop its own programs for the physically and developmentally handicapped over 21. This committee should provide recommendations to the Development Committee.

Mrs. Oommen felt there is a need for other associations to write to the Minister about this concern.

Mrs. Deans reiterated her desire for this Board to develop the needed programs without delay.

Mrs. Baskin pointed out this Board already has programs offered through continuing education in day and evening programs.

The need for additional funding for continuing education programs and whether this Board needs to develop additional programs was discussed.

Mr. Beveridge pointed out that the Southview and Fairview programs are modified basic education programs which could also be altered to meet the needs of some of the physically handicapped. Collective requests from other associations would be an excellent strategy.

Gifted Review Committee Report

Mr. John Henry reviewed the "Gifted Review Committee Report" (see attached).

In response to Mrs. Knol's inquiry as to why there appears to be more drop outs in the middle school, Mr. Henry replied drop outs seem to occur after placement in Grades 7 and 8 congregated settings.

When Dr. Brennan asked how the exceptionalities, in or out of class, are reviewed, Mr. Henry pointed out parents and teachers discuss what is best for the students.

The choice of appropriate tests, verbal and non-verbal, are utilized to evaluate all exceptional students including the deaf and hard-of-hearing. Each exceptionality is tested on an individual basis with appropriate diagnostic instruments.

When Mr. Omerod wondered what was the reason for the higher drop out rate for female students, Mr. Henry suggested where there was a preponderance of boys, the girls seemed to drop out. Peer pressure is evident.

Mrs. Baskin stressed the need to be careful about making generalities based on small numbers and without the support of proper statistical data.

After a discussion regarding the reasons students do not wish to attend the gifted program at specific locations, Dr. Brennan supported Mrs. Baskin's opinion regarding the dangers of using small samples to draw any conclusions.

It was ascertained that geographical loyalties played a role in students' support of the program's acceptable location.

Dr. Brennan applauded the flexibility of the program. She suggested more attention be placed on the use of culture free testing instruments which may identify additional children from the lower city. She proposed the success of the gifted program depended greatly upon the skills, training and flexibility of its teachers and upon the maintenance of the procedures for teacher selection. The importance of the teachers in the program was stressed. Dr. Brennan proposed that a parents' representative sit on the selection committee when hiring teachers for the Gifted program.

Mr. Henry indicated he would submit this suggestion to the Gifted Committee.

With respect to in-service for the teachers, Mr. Henry elaborated there is a group in-service offered relative to curriculum and individual in-service to help the teacher develop useful strategies to meet the needs of the class.

Dr. Brennan suggested the criteria for the appointment of a gifted teacher should include a minimum number of actual years of teaching experience in the classroom and a method of measuring the flexibility, skill level, and sense of humour. She felt emphasis should not be placed on such subjects as math but rather on such basics as reading, English and language skills.

The importance of the curriculum content and the implementation process was discussed. The role of the teacher was stressed.

Moved by Mrs. Baskin:

> That the Special Education Advisory Committee supports the recommendations presented in the "Review of the Gifted Program" report.

CARRIED.

The committee adjourned for a brief recess.

NEW BUSINESS

SEAC Priority Item - Exceptional Students in Vocational Programs

Mr. Kelly responded to questions submitted to him by Mrs. Bishop on behalf of SEAC.

1. Provide information of: The number of SLD/GLD students in Vocational Programs.

   Mr. Kelly provided an overview of the chart "Information Relative to Exceptional Students 1988 01 19" - see attached. Using the Parkview statistics 30 - 40% were identified as exceptional. Those identified probably do better toward graduation and the other 60% do more poorly because they are not motivated and have a much higher drop out rate, etc.

2. Information where such SLD/GLD students end up after their Vocational school experience.

   There are no retained records of where these students are placed after graduation. Current records show that almost 80% have competitive employment placement by fall graduation. June records would be quite different as students may not necessarily obtain work immediately upon graduation. Most vocational students take some time to adjust from school to work.

With respect to obtaining employment, Mrs. Knol wondered how the vocational schools compared with the composite secondary schools. Mr. Kelly was unable to provide these statistics at this time.

In response to Mr. Omerod's concern that statistics change from year to year, Mr. Kelly clarified that these samples were taken over a one year period.

The foremost goal of the secondary composite schools is not necessarily to obtain employment.

3. What support services are available and are being used by vocational schools (e.g. LRTs, Ed. Assistants, etc.)?

   The numbers vary from school to school. Parkview has registered about 80 IPR'd students this year, 61 are scheduled for reviews now, 1 LRT, no educational assistants. 12-15 students work with the LRT every second day for 40 minutes where they do the current work sent from class - supportive of teaching. Guidance provides some special life skill training. 8 SLD students are grouped for French, 8 for Geography.

In response to Mrs. Bishop's concern that 80 students represent a heavy work load, Mr. Kelly indicated staffing needs are continually being reviewed.

4. Outline the philosophy, planning and general goals of Vocational Rehab programs. Amplify by using latest enrolment numbers.

   The Vocational Rehab Program is provided by social services and accepts 1 or 2 entrants per year. Individuals 18+ years of age are eligible and need medical proof of ability to work. The schools refer their slowest students or the individual may be a graduate. The program provides a good diagnosis and matching of skills to employment (some do not get anything but pension - ARC, Amity, March of Dimes).

Mr. Desmarais wondered what rationale was behind teaching French in the vocational setting. Is it part of the curriculum?

Mr. Kelly pointed out that some of the students are exempted from the French instruction. The program does not seem to be a problem with the regular students and is offered as an introduction to French only. The program's intent is to broaden the students' horizons, not to lead to employment. It is a small offering and not part of the compulsory curriculum.

5. Information where such [illegible] students end up after their vocational school experience.

There are no retained records of where these students are placed after graduation. Current records show that about 80% have competitive employment placement by fall graduation. Some records would be quite different as students may not necessarily obtain work immediately upon graduation. Most vocational students take some time to adjust from school to work.

With respect to obtaining employment, Mrs. Kent wondered how the vocational schools compared with the composite secondary schools. Mr. Kelly was unable to provide these statistics at this time.

In response to Mr. Quarrie's concern that statistics change from year to year, Mr. Kelly clarified that these profiles were taken over a two-year period.

The foremost goal of the secondary composite schools is not necessarily to obtain employment.

7. What support services are available and are being used by vocational schools (e.g. LRTs, SA, Secretaries, etc.)?

The numbers vary from school to school. Kerrytown has registered about 80 IEP & students this year, 21 are allocated for teachers now, 1 LRT, no educational assistants. 10-15 students meet with the LRT every second day for 40 minutes where they do the content work sent from class - modification of teaching. Kerrytown provides some special life skill training. 9 ELD students are grouped for French, 6 for Geography.

In response to Mrs. Flanagan's concern that ELD students represent a heavy work load, Mr. Kelly indicated staffing needs are very costly, being realized.

8. Outline the philosophy, planning and general goals of vocational level programs. Equally important, target enrollment numbers.

The Vocational Needs Program is provided by central services and accepts 1 or 2 students per year. Individuals 14 years of age are eligible and need medical proof of ability to work. The schools refer their student directly to the individual who is appointed. The program provides a good diagnosis and matching of skills to employment (some do not get accepted but perhaps - ICI, Amity, Bank of Canada).

Mr. Fernandes wondered what rationale was behind teaching French in the vocational setting. Is it part of the curriculum?

Mr. Kelly pointed out that some of the students are exempted from the French instruction. The program does not seem to be a problem with the regular students and is offered as an introduction to French only. The program's intent is to broaden the students' horizons, not to lead to employment. It is a small offering and not part of the compulsory curriculum.

Further to Dr. Jacobs' concern, Mr. Kelly pointed out that French is compulsory for a high school diploma and reiterated the French program in the Vocational setting has been well received.

5. Expand on the idea of how "our" Vocational facilities are being utilized. Address the question of "dual" programs, where students attend both a regular and vocational program. Are there any new developments?

> Efforts are made to keep the group in the general shop setting constant and with the same teacher in order to provide familiarity of circumstance for the students.

In response to Mrs. Tilbury's inquiry if this practice was referred to as a "protected class", Mr. Beveridge stated he has only heard of that term used by the Scarborough Board in the support of a special reduced class size which "protected" one or two students with emotional disabilities.

> Mr. Kelly then continued regarding the dual program. Parkview has had 12 students this term integrated into Scott Park for two periods per day. This may move to full time. 1 student from Delta attends Parkview. The emphasis is on getting compulsories - modular structure packages such as cosmetology, auto body, upholstery, skills training, etc. The program seems to be growing and response is positive. The number of adults in the vocational program is growing.

6. Address the Technical Report and the progress that is being made on the 5-year plan. What development? What directions?

> The Trustees have approved stage 2 of the program. Additional equipment is being added to the shops this year and some in-service will be offered specifically for vocational teachers.

Board Update

1. Progress of Transition Management Team - attached

Dr. Brennan informed members that she and Mrs. Bishop have met to exchange ideas to order prepare a report for the T.M.T.

2. Accommodation

Mrs. Bishop wondered if the committee members would support a recommendation to the Accommodation Committee to plan space for future special education needs. There are not enough specific learning disabled places in the city now. Mrs. Bishop then used such examples as G. R. Allan and R. A. Riddell to elaborate.

Dr. Brennan suggested Mrs. Bishop, between now and February 3, could put a proposal together expressing SEAC's concern regarding the placement of special education classes now and in the future within the new boundaries.

Mrs. Baskin pointed out that Mr. Adams is a member of the Accommodation Committee and is aware of SEAC's concern. The empty spaces in the city have to be utilized.

Dr. Brennan suggested a member of SEAC should sit on the Accommodation Committee in future.

Mrs. Baskin reiterated the Board must be operated economically and effectively by transporting special education students when necessary.

Moved by Mrs. Baskin:

That the Special Education Advisory Committee appoint a representative to sit on the Accommodation Committee.

A discussion ensued regarding the appropriateness of a representative sitting on a staff committee and whether timing would allow SEAC concerns to be placed on the agenda.

The motion was then put to a vote and was CARRIED.

Mrs. Baskin stated accommodation is a matter of geographics and programs are placed where best suited.

Dr. Brennan felt SEAC's job is to discuss what is in the best interests of special education students and to point this out to the Accommodation Committee.

Mr. Beveridge commented SEAC concerns have already been given to the Accommodation Committee and he stressed the need for SEAC to be careful relative to the strategies it utilizes in relation to staff committees. Our focus should be credibility and influence.

Mrs. Bishop agreed caution is warranted.

Dr. Brennan felt a general motion is required to outline for the Accommodation Committee the necessity to take into account the growing needs of special education children in the geographical location of where they come from, that they be located in an age appropriate school and that they remain with their peer group.

Mrs. Baskin stressed her concern that SEAC's credibility must be maintained.

Dr. Jacobs felt this statement was too broad and warranted further debate.

Mr. Adams outlined the many factors that are considered before accommodation decisions are made. The appropriateness of Dr. Brennan's suggestion was discussed at length.

Moved by Dr. Brennan:

That the Accommodation Committee continue to take into account the need for special education students to remain as much as possible in the same family of schools and with the same peer group.

Further discussion took place whether this motion would be supported by the Board.

The motion was then voted on and was CARRIED.

ELEMENTARY/SECONDARY

NEW BUSINESS:

Westmount 1990

Academic Council and the Principal and staff of Westmount Secondary School have been exploring alternative forms of school organization. The basic purpose of this suggested re-organization would be to provide a more responsive, individualized program for the students. The model investigated is that utilized at Bishop Carol School in Calgary. The model will be modified to meet Westmount's specific needs by taking small steps in re-organization and evaluating constantly.

Ms. Andrea Robertson, Principal of Westmount Secondary School, highlighted and elaborated upon the philosophy, objectives and components of the proposed structure.

Mr. Omerod wondered when the bulk of the program was to be implemented.

Ms. Robertson indicated the target is September 1990 for full implementation.

Dr. Brennan commented the project appears intriguing and interesting; however, she expressed some reservation with respect to the smorgasborg quality. A smorgasborg of choice for students, adolescents who are already confused by the available choice, can be counterproductive. A great deal of onus is put on the teacher advisors when each class consists of a different and unique group. What is the timetable for implementation?

Ms. Robertson pointed out the development of the program will take place slowly and is flexible.

Dr. Jacobs congratulated Ms. Robertson on her enthusiasm and supported the 1990 concept. Since the teacher is a very important element, how would teacher turnover affect the project.

Ms. Robertson indicated teachers will have ample time to decide and transfer if they do not wish to be part of the staff of Westmount 1990.

Dr. Jacobs pointed out that people are superb at writing aims and objectives but experience difficulty when evaluating. Dr. Jacobs and Ms. Robertson discussed the need for appropriate class size when utilizing video tapes for teaching versus lecturing. The importance of curriculum content, not at the expense of concept, was highlighted.

Dr. Brennan repeated her concern that a problem based learning model was being used.

In response to Mr. Desmarais' question as to how the original Calgary model was established and how long has it been operating, Ms. Robertson reported that the Calgary school has been in operation for eighteen years and was established there as part of a Canadian project in the high schools that originated in the United States.

Ms. Robertson stated, in answer to Mr. Omerod's question if the Westmount program is the second to be developed in Canada, she believed Cochrane has also developed the program. However, they implemented their program in one year which has caused a number of problems. It is currently in its third year of implementation.

Mrs. Bishop supported Westmount 1990 as an innovative model that will provide a more free and flexible framework for the secondary pupils.

The meeting then adjourned,

READ AND CONFIRMED,

....

gc Chairman.

The Board of Education for the City of Hamilton

OFFICE OF THE
DIRECTOR OF EDUCATION AND SECRETARY

100 MAIN STREET WEST
HAMILTON, ONT.
TELEPHONE (416) 527-5092

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1987 10 16.

The Honourable Christopher Ward,
Minister of Education,
Ministry of Education,
22nd Floor, Mowat Block,
900 Bay Street,
Toronto, Ontario,
M7A 4L2.

Dear Mr. Minister:

The following resolution was approved by the Board's Special Education Advisory Committee, at its September meeting, where the Provincial "Seven year Plan For 11,000 Developmentally Handicapped" was studied with interest. The committee noted that an additional 2,000 persons could be moved from institutions to communities throughout Ontario. Our Committee certainly supports such an initiative but would hope that it would not compound an already existing serious problem:

> Whereas it is evident that a number of developmentally handicapped students (with varying aetiologies), receive service from our school system, it is clear that many students will exceed the age limitation set by the Ministry of Education for provision of service.
>
> Therefore, the Special Education Advisory Committee recommends that the Board liaise with the Ministries of Health, Community and Social Services, and Education, in order to promote the establishment of an inter-ministerial project that would:
>
> Initiate, develop and implement innovative programs to provide the social, emotional, physical and educational needs of developmentally handicapped persons beyond the regular school age (5-21) and
>
> Collectively provide adequate financial support for the establishment of the aforementioned initiative.

2/

There is growing concern in the Hamilton-Wentworth area regarding the lack of services for developmentally handicapped adults in the community. It is apparent also that the issue is by no means exclusive to this community.

As a result of the perceived magnitude and pervasiveness of this problem, the Special Education Advisory Committee forwarded the aforementioned resolution to the October meeting of the Board of Education for the City of Hamilton where it received endorsement.

The Board anticipates your response regarding this recommended approach to addressing a very critical and sensitive current community problem.

If you and/or your staff require further input, my staff would be pleased to meet with you.

Sincerely yours,

A. J. Krever,
Director of Education
and Secretary.

*jep

Ontario

Minister
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NOV 25 1987

November 19,1987

Mr. A. J. Krever
Director of Education
and Secretary
The Board of Education for
the City of Hamilton
P. O. Box 558
Hamilton, Ontario
L8N 3L1

cc - PJB ✓
Shirley
file

Dear Mr. Krever:

Thank you for your letter of October 16, 1987, regarding the strategic objectives for developmentally handicapped persons designed by the Ministry of Community and Social Services.

As you are aware, this ministry provides funding to school boards for continuing education. All adults, regardless of their handicap, may avail themselves of the opportunity to attend continuing education programs offered through the various school boards in Ontario.

Recent initiatives of the Ministry of Community and Social Services continue to be discussed at the interministerial level with a view to providing adequate levels of programming and direct care to developmentally handicapped persons. Accordingly, your letter will be referred to the interministerial committee so that it is made aware of the recommendations outlined by your board's Special Education Advisory Committee.

.../2

Thank you again for writing to inform me of your Special Education Advisory Committee's concerns.

Yours sincerely,

Chris Ward
Minister

Ontario

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Minister
Bureau du
Ministre

Ministry
of
Health

Ministère
de
la Santé

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DEC 17 1987

December 14, 1987

Mr. A.J. Krever
Director of Education
and Secretary
The Board of Education for
the City of Hamilton
100 Main Street West
P.O. Box 558
Hamilton, Ontario
L8N 3L1

Dear Mr. Krever:

Thank you for your recent letter regarding your Board's resolution on the service needs of developmentally handicapped individuals.

As you are aware, the service delivery system for this client population falls under the jurisdiction of the Ministry of Community and Social Services, while responsibility for the provision of mental health services lies within the Ministry of Health.

Both Ministries, however, are aware of the challenges inherent in serving the developmentally handicapped and are working together to address their needs. A Working Group was recently established by the Ministry of Community and Social Services, on which the Ministry of Health is represented. The Working Group, which also includes representation from service providers, has been examining ways of providing accessible support care and treatment to people with developmental handicaps and emotional disorders so that they can live and function in the community.

...2

Mr. A.J. Krever

Your Board's resolution may be of interest to the Ministry of Community and Social Services as it considers the development of a policy framework to address gaps in services. I have therefore taken the liberty of ensuring that a copy of your letter is forwarded to my colleague, the Honourable John Sweeney, for his information.

Once again, thank you for your letter. I do appreciate being informed of your concerns.

Sincerely,

Elinor Caplan

Elinor Caplan, M.P.P.
Oriole
Minister

cc: The Honourable John Sweeney, M.P.P.

Co.ordinating Change

Bulletin #4

Updates from your Transition Management Team

We're underway!

At a Special Board Meeting of December 17th, the following Superintendents were appointed:

Area 1	Jim. Forrester
Area 2	Frank Kelly
Area 3	Al Stockwell
Area 4	Pat Gillie
Area 5	Don Rothwell

Rosaire Lavoie has been appointed with responsibilities in French as a first language schools' superintendent in our Board and the Hamilton-Wentworth Roman Catholic School Board (JK-OAC).

Superintendent of Curriculum, Special and Educational Services (designate):
Peter S. Beveridge

Assistant Superintendent of Curriculum: Gail Rappolt

The School Superintendents will undertake their new responsibility as of January 1, 1988.

One of their initial tasks will be planning the process of implementing the area changes and meeting with the Area Principals and Vice-Principals. It will be a busy, yet, challenging time.

Change is exciting, yet, with it comes many disruptions. Your continued support and cooperation will be essential.

The Superintendent of Curriculum, Special and Educational Services (designate) will also begin the planning process with the Transition Management Team to design the Study of our system needs relative to resource and support staff both centrally and in Areas. The Supervisors and their staff are working on submissions for this analysis. Submissions already received from personnel in the schools will also be forwarded to the Implementation Team. Concerns will be highlighted and suggestions made to assist in the effectiveness of decentralized areas.

The Transition Management Team has developed a draft description of the Human Resources Department and will be asking for input from many reference groups. The suggestions received will be considered in the final draft to be taken to Senior Management and the Board.

The posting for 5 Area Supervisors will be out shortly. This is a new position. A Supervisory Officer's Certificate is not necessary for this position but applicants should have a career goal which would include obtaining the Certificate.

As usual, we appreciate your comments. You may contact us at: **527-5092 ext. 504 or 321 or write to:**

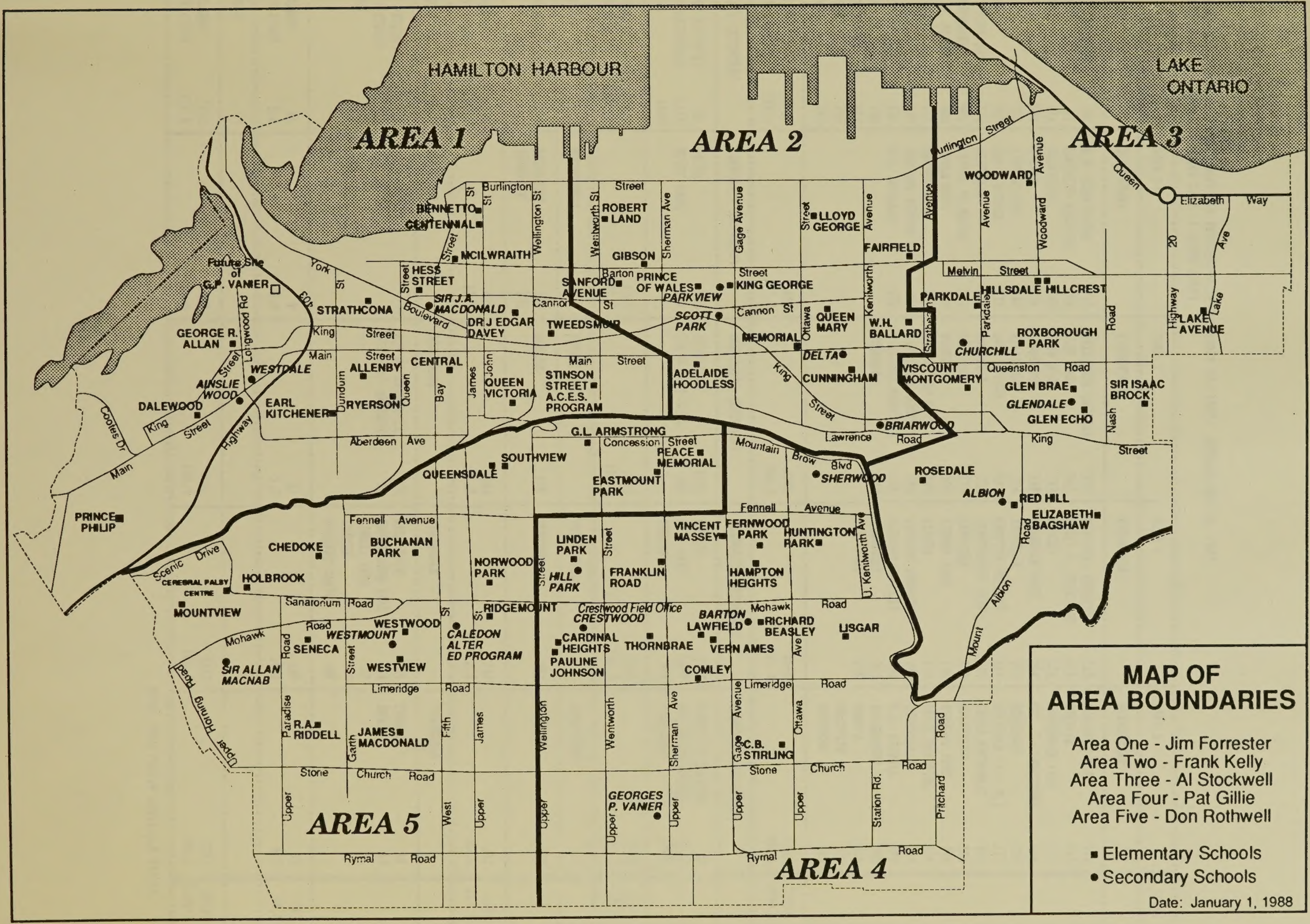
Transition Management Team
Education Centre
4th floor

*Attached - map & division

Ruth Van Horne
Chairman of the
Board of Education

THE BOARD OF EDUCATION
FOR THE CITY OF HAMILTON

Keith Rielly
Associate Director
and Project Manager


HAMILTON HARBOUR
LAKE ONTARIO
AREA 1
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AREA 3
AREA 4
AREA 5
BENNETTO
CENTENNIAL
MCILWRAITH
HESS STREET
SIR J.A. MACDONALD
DR J EDGAR DAVEY
STRATHCONA
Future Site of G.P. VANIER
GEORGE R. ALLAN
WESTDALE
AINSLIE WOOD
DALEWOOD
EARL KITCHENER
RYERSON
ALLENBY
CENTRAL
QUEEN VICTORIA
STINSON STREET A.C.E.S. PROGRAM
TWEEDSMUIR
SANFORD AVENUE
ROBERT LAND
GIBSON
PRINCE OF WALES
PARKVIEW
SCOTT PARK
KING GEORGE
ADELAIDE HOODLESS
MEMORIAL
LLOYD GEORGE
QUEEN MARY
DELTA
CUNNINGHAM
FAIRFIELD
W.H. BALLARD
VISCOUNT MONTGOMERY
BRIARWOOD
PARKDALE
CHURCHILL
HILLSDALE
HILLCREST
WOODWARD
ROXBOROUGH PARK
GLEN BRAE
GLENDALE
GLEN ECHO
SIR ISAAC BROCK
LAKE AVENUE
PRINCE PHILIP
QUEENSDALE
SOUTHVIEW
G.L. ARMSTRONG
PEACE MEMORIAL
EASTMOUNT PARK
ROSEDALE
SHERWOOD
ALBION
RED HILL
ELIZABETH BAGSHAW
CHEDOKE
BUCHANAN PARK
NORWOOD PARK
LINDEN PARK
HILL PARK
FRANKLIN ROAD
VINCENT MASSEY
FERNWOOD PARK
HUNTINGTON PARK
HAMPTON HEIGHTS
HOLBROOK
CEREBRAL PALSY CENTRE
MOUNTVIEW
RIDGEMOUNT
Crestwood Field Office
CRESTWOOD
CALEDON ALTER ED PROGRAM
WESTWOOD
WESTMOUNT
SENECA
WESTVIEW
SIR ALLAN MACNAB
CARDINAL HEIGHTS
PAULINE JOHNSON
THORNBRAE
BARTON
LAWFIELD
RICHARD BEASLEY
VERN AMES
USGAR
COMLEY
R.A. RIDDELL
JAMES MACDONALD
C.B. STIRLING
GEORGES P. VANIER
Burlington Street
Queen Elizabeth Way
Highway 20
Lake Ave
Melvin Street
Barton Street
Cannon St
King Street
Main Street
York Boulevard
Longwood Rd
Aberdeen Ave
Cootes Dr
Highway 403
Concession Street
Mountain Brow Blvd
Lawrence Road
Queenston Road
Fennell Avenue
Scenic Drive
Sanatorium Road
Mohawk Road
Limeridge Road
Stone Church Road
Rymal Road
Upper Paradise Road
Garth Street
West 5th
Upper James
Upper Wellington
Upper Wentworth
Upper Sherman Ave
Upper Gage Avenue
Upper Ottawa
U. Kenilworth Ave
Station Rd.
Pritchard Road
Mount Albion Road
Upper Horning Road
Red Hill Road
Nash Road

MAP OF AREA BOUNDARIES

Area One - Jim Forrester
Area Two - Frank Kelly
Area Three - Al Stockwell
Area Four - Pat Gillie
Area Five - Don Rothwell

- ■ Elementary Schools
- ● Secondary Schools

Date: January 1, 1988

ADMINISTRATIVE AREAS FOR SCHOOLS BASED ON ENROLMENTS OF SEPTEMBER 30, 1987: REVISED DEC 18, 1987
STRUCTURE BASED ON 5 AREAS (3 LOWER CITY, 2 UPPER CITY)

AREA 1		AREA 2		AREA 3		AREA 4		AREA 5		TOTAL
ELEMENTARY		ELEMENTARY		ELEMENTARY		ELEMENTARY		ELEMENTARY		
1 A.C.E.S. PROGRAM	36	A.M. CUNNINGHAM	377	ELIZABETH BAGSHAW	1173	CARDINAL HEIGHTS	353	BUCHANAN PARK	368	
2 ALLENBY	91	ADELAIDE HOODLESS	468	GLEN BRAE	263	CECIL B. STIRLING	663	CHEDOKE	440	
3 BENNETTO	272	FAIRFIELD	268	GLEN ECHO	218	COMLEY	121	EASTMOUNT PARK	293	
4 CENTENNIAL	524	GIBSON	308	HILLCREST	299	FERNWOOD PARK	264	GEO. L. ARMSTRONG	586	
5 CENTRAL	120	KING GEORGE	268	HILLSDALE	296	FRANKLIN	371	HOLBROOK	330	
6 DALEWOOD	306	LLOYD GEORGE	173	LAKE AVENUE	568	HAMPTON HEIGHTS	460	HOLBROOK (S.A.M.)	137	
7 DR. J. EDGAR DAVEY	322	MEMORIAL	626	PARKDALE	215	HUNTINGTON PARK	245	JAMES MACDONALD	306	
8 EARL KITCHENER	501	PRINCE OF WALES	523	RED HILL	299	LAWFIELD	468	MOUNTVIEW	333	
9 GEORGE R. ALLAN	482	QUEEN MARY	568	ROSEDALE	207	LINDEN PARK	194	NORWOOD PARK	244	
10 HESS STREET	425	ROBERT LAND	296	ROXBOROUGH PARK	320	LISGAR	317	PEACE MAMORIAL	356	
11 PRINCE PHILIP	277	SANFORD AVENUE	330	SIR ISAAC BROCK	268	PAULINE JOHNSON	262	QUEENSDALE	214	
12 QUEEN VICTORIA	136	W.H. BALLARD	672	VISCOUNT MONTGMRY	372	RICHARD BEASLEY	332	R.A. RIDDELL	697	
13 RYERSON	393			WOODWARD	217	THORNBRAE	327	RIDGEMOUNT	312	
14 STINSON STREET	301					VERN AMES	279	SENECA	294	
15 STRATHCONA	226							WESTVIEW	395	
16 TWEEDSMUIR	353							WESTWOOD	423	
TOTAL ENROLMENT	4765		4877		4715		4656		5728	24741
APPROXIMATE STAFF	269.6		275.9		266.8		263.4		324.1	1399.8
COMPOSITE SECONDARY		COMPOSITE SECONDARY		COMPOSITE SECONDARY		COMPOSITE SECONDARY		COMPOSITE SECONDARY		
LAWRENCE ALTER-ED	32	DELTA	894	GLENDALE	1193	BARTON	1237	ALTER ED CALEDON	24	
SIR J.A.MACDONALD	1137	SCOTT PARK	861	SIR W CHURCHILL	968	HILL PARK	1077	SIR ALLAN MACNAB	1276	
WESTDALE	1469					SHERWOOD	905	WESTMOUNT	1083	
TOTAL ENROLMENT	2638		1755		2161		3219		2383	12156
APPROXIMATE STAFF	162.0		107.8		132.7		197.7		146.4	746.7
VOCATIONAL		VOCATIONAL		VOCATIONAL		VOCATIONAL		VOCATIONAL		
AINSLIE WOOD	380	BRIARWOOD	298	ALBION	249	CRESTWOOD	233	CALEDON	213	
		PARKVIEW	325							
TOTAL ENROLMENT	380		623		249		233		213	1698
APPROXIMATE STAFF	36.7		60.1		24.0		22.5		20.5	163.8
TRAINABLE		TRAINABLE		TRAINABLE		TRAINABLE		TRAINABLE		
PRINCE PHILIP	10			SIR W. CHURCHILL	19	HILL PARK	25	CHEDOKE	19	
QUEEN VICTORIA	13			VISCOUNT MNTGMRY	18	HUNTINGTON PARK	14	SENECA	18	
WESTDALE	17					LINDEN PARK	17			
						LISGAR	7			
						VINCENT MASSEY	66			
TOTAL ENROLMENT	40		0		37		129		37	243
APPROXIMATE STAFF	5.6		0.0		5.2		18.1		5.2	34.0
SYSTEM TOTALS										
TOTAL ENROLMANT	7823		7255		7162		8237		8361	38838
APPROXIMATE STAFF	473.9		443.8		428.7		501.7		496.2	2344.3

NOTE: This review omits G.P.Vanier.

In reply to Mrs. Oommen's request regarding the report on the behaviour disordered student, Mrs. Bishop advised the members Dr. Harris will have a report ready for the March meeting of this committee.

In reply to another question by Mrs. Oommen regarding D.A.R.T.S. transportation and the possibility of having adults picked up at different intervals during the day, Mr. Beveridge replied there are two or three people on the waiting list and the Board would prefer day classes at this point in time because of the involvement of the staff in the program. Mr. Beveridge did point out, however, flexible schedules could be arranged during the day.

Further comments were made and at a suggestion by Mrs. Baskin, Mr. Beveridge agreed to follow up with Mr. Pinto of D.A.R.T.S.

Hamilton & District Society for Disabled Children

Mrs. Dalziel reported her organization supported Mrs. Master's suggestion that a letter be written to the Ministry of Education supporting continuing and expanded education for physically and developmentally handicapped persons.

Association for Bright Children

Mrs. Knol reported Monday, February 29th at 8:00 p.m. in Room 1A6 at McMaster University Medical Centre, the Provincial President for the Association for Bright Children will be speaking. Mrs. Knol invited members of the SEAC to attend.

Canadian Hearing Society

Mr. Ormerod informed the members of the change of address for the Canadian Hearing Society which will be 2301 King Street East as of April 1st, 1988.

This move will offer more services and Mr. Ormerod listed a few of the services that will be available through the Canadian Hearing Society.

In reply to Mrs. Bishop's question as to the time for the signing classes, Mr. Ormerod replied he was not sure but thought they ran for 2 to 2-1/2 hours once a day and perhaps in the evening. Mr. Ormerod concluded anyone interested in any of the courses offered by the Canadian Hearing Society could call the Society.

With respect to the Translation Services that will be offered by the Society, Mr. Adams asked Mr. Ormerod to give him the details so that Mr. Adams could advise the special education consultants and Mr. Ormerod agreed to provide details when more information was available.

Hamilton Council of Home & School Associations

Mrs. Bishop informed the members the report of the Gifted Program was received favourably by the Association, but there was still some concern with the average child not receiving the attention a special education child is receiving.

SEAC members that a video tape on special education is being planned to be shown on Cable 14. This is scheduled for March or April, 1988 and in speaking to the chairman of the committee preparing the video, Mrs. Bishop suggested the members of SEAC have the opportunity to view this tape before it is presented to the public. Mrs. Bishop asked the members if there were any other suggestions the committee members may have for this video presentation.

Mrs. Oommen suggested showing some children with their achievements and perhaps the video should focus on the ability of the child not the disability. They should be portrayed as children first.

Mrs. Bishop then informed the members that as a reprsentative on the Systems Public Relations Committee (SPRC); one of the areas this committee is looking at is how this Board of Education can deal with the public.

Mrs. Bishop then read a draft proposal on what she felt were ways in which this Board could communicate effectively and demonstrate a positive image. She outlined telephone procedures, proper ways of dealing with people who write letters, etc... and she asked if the SEAC members felt she was on the right track or does the committee have any further suggestions in terms of in-service for public relations.

The members offered their comments and one suggestion was a central information index to which Mrs. Van Horne suggested perhaps through the re-organization of this Board, this is one area the Human Resources Department may want to address.

SEAC In-Service Input

The committee members expressed their appreciation for the excellent in-service held on February 8th, 1988. At Miss Dalziel's suggestion, the committee agreed any new representatives coming on to the Special Education Advisory Committee will receive the information package the other members received at the SEAC in-service.

Transition Management Team (TMT) Report

Dr. Brennan reviewed the report and the recommendations (see attached). Since there were concerns regarding the transition of exceptional children after secondary school, the committee members agreed to add the words "and beyond" after the word "secondary" to the second recommendation under "Communications".

Moved by Mrs. Van Horne:

That the report and recommendations from the Ad Hoc Committee to consider the implications of the proposed delivery of services model to special education students be referred to Mr. Keith Rielly as Chairperson of the Transition Management Team for the Team's consideration during their deliberations.

CARRIED.

Board Reaction re: Recommendation for Gifted Program

Mrs. Bishop advised the members the report on the Gifted Program was presented to the February meeting of the Operations Management Committee and was approved. Full approval of the report will be presented at the February meeting of the Board of Education scheduled for February 18th.

Operation Employability

Mrs. Bishop reported she received a letter from Mrs. Macanama, co-ordinator of the Project Steering Committee for Operation Employability and the letter advised that this SEAC committee may have a non-voting representative on the steering committee for Operation Employability. Mrs. Oommen will be the representative for this Board's Special Education Advisory Committee.

New Business:

Board Update

Mrs. Bishop stated as the members will recall, there were two other recommendations from this committee presented to the Operations Management Committee. The recommendation dealing with appointing a SEAC representative to the Accommodation Committee was denied because the officials and Trustees felt this was a staff committee and to allow outside representatives, the mandate of that committee would have to change.

The other recommendation dealing with consideration of special education students in their neighbourhood schools was approved although it met with some dissention.

Adjustment Services - Community support for exceptional students

Mr. Yurkiw, Supervisor of the Adjustment Services Department, presented his report. (see attached)

In reviewing the list of community resources, Mrs. Bishop asked why the Easter Seal Society was not included because families with problems use their services.

Mr. Yurkiw replied he would have no problem adding the Easter Seal Society to the list, however, in terms of major resources this Board links with on a regular basis, the Easter Seal Society is not one of them.

In reply to Mrs. Baskin question regarding the Young Offenders' Act and the effect it has on the education system, Mr. Yurkiw stated there are advantages and disadvantages to the Act. He outlined the advantages such as the deinstitutionalization to group homes and the students being part of a community and the disadvantages that once the student "has done the time", there is no after-care or follow-up with the student.

Mrs. Knol asked about alternatives and Mr. Yurkiw outlined some alternatives such as the Children's Aid Society and the Supervised Alternative Learning for Excused Pupils.

Mr. Ormerod asked for clarification of the Central Index, who can access the central index and for what reasons.

Mr. Yurkiw replied the Board keeps open case files and there are also a variety of reports on students available from the Children's Aid Society, psychological, psychiatric reports, etc... These reports can be accessed by the Special Education Department or any other personnel such as teachers, principals or resources in the schools working with particular students.

Dr. Brennan asked what is the right of the student to see what is in their files and Mr. Yurkiw replied the students and/or parents have the right to access their own Ontario Student Record.

Dr. Brennan asked if the reports mentioned earlier are part of the Ontario Student Record.

Mr. Yurkiw replied no, some are not included and this the reason why the Central Index is important. If an agency wants their information to be part of the Ontario Student Record, the Board provides this information and the agency knows the parents have access to the OSR.

Dr. Brennan asked if parents or students have a right to access the Central Index and Mr. Yurkiw replied no, the Board cannot allow them to see third party reports. The Board will refer them to the agency who originated the report.

Mr. Ormerod asked if the parents know that they can contact the originator of the reports and Mr. Yurkiw replied yes, most parents will when the assessment is developed and they have an opportunity to sit down with the agencies and discuss the details of the report.

Further comments and discussion followed and Mrs. Bishop thanked Mr. Yurkiw for his report.

Change in Personnel - Provincial Director of Special Education

Mr. Beveridge informed the members the Provincial Director of Special Education, Mr. Peter Wiseman is retiring from his position and as a gesture of good wishes, Mr. Beveridge suggested the Special Education Advisory Committee write Mr. Wiseman a letter of congratulations.

The committee agreed to Mr. Beveridge's suggestion and a letter signed by the Director of Education on behalf of the Special Education Advisory Committee will be sent to Mr. Peter Wiseman congratulating him on his retirement.

The meeting then adjourned,

READ AND CONFIRMED,

*jep

....

Chairman.

Special Education Advisory Committee

Hamilton Board of Education

Reccomendations of the Ad Hoc Committee formed to consider the implications of the proposed Transition in Management on the delivery of services to special education students.

Accomodation Issues

Re-organisation of the Board provides a good opportunity to examine the present accomodation of special education students. About 5% of all students are served in self-contained classes, and another 11% are provided with some form of resource assistance within their own school. Students served in self-contained classes have often to leave their neighborhood school. A re-organisation of programs to each decentralised areas could allow students in self-contained classes to be served within their own area of schools. This would be appropriate for all programs except the autistic, orthopaedic, assessment, and auditory programs which serve only small numbers of students. It could lessen the time spent in transportation for some students, reduce the concentrations in some schools of four or more special education programs, spread GLD and SLD programs more equitably so that the problems of integration of these students in small schools is lessened, and allow some students to retain contact with some of their peer group-- all long standing areas of concern to SEAC.

It is therefore suggested:

* That a complement of all special education self-contained programs, except those serving very small groups of students, be provided within each new area, and that, except in special circumstances, students will be served within the area in which they live.

* That SIPRCs be replaced by 5 area IPRCs, to reflect the changed organisational framework, to be held four or five times per annum, or as need arises, to reduce the wait for needed programming.

* That a classroom be made available in every school so that students, who need to be withdrawn for remedial help, have a quiet area, without distractions, in which to do their remedial learning.

Special Education Staff.

* Special education be organised on an area basis, with an emphasis on providing resources to the school.

* The Learning Resource teachers in each school should provide

direct assistance and advice to the teacher within the classroom, after observing the child and becoming acquainted with his or her strengths, weaknesses, behaviour, and individual educational needs.

- Resource room teachers, distinct from Learning Resource teachers, should provide students with withdrawal help within the resource classroom in each school. This should reduce the need for some of the self-contained classes.

- Special education consultants, because of the proliferation of research in the field, should be specialists, each with his or her area of expertise in the different exceptionalities; for instance one consultant should be a specialist in remedial programs for children with specific learning disabilities, another for children with general learning disabilities and so on. All consultants should be involved with in-service.

- Each Area office provide an administrative assistant (non-academic) to oversee the administrative work involved in IPRCs and Annual Reviews, relieving special education consultants of some of this work and allowing them more time to provide direct assistance to classroom teachers and Learning Resource teachers in program development and application.

- That there be intensive in-service of all teaching staff and consultants to prepare them for the implications of these changes.

- That special education consultants be involved in the hiring of special education staff, including educational assistants designated to work with children with special needs.

- That the Gifted Consultant become a direct member of the staff of the Superintendant of Curriculum , to work closely on the development of curriculum with subject supervisors, and provide in-service.

Communications

- Parents and students be informed at each stage of these organisational changes, and their implications for the delivery of special education programs.

- To aid the smooth transition of exceptional children between levels--primary, junior, middle, secondary-- and schools, good communications between special education and other teachers should continue to be stressed.

Compiled by W.Brennan and J.Bishop with suggestions from F.Oomen.
January 15 1988.

4. Miscellaneous Services

(a) Assistance in Cases of Suspension from School

Ideally, the suspension is a planned, positive action taken by the school in order to cause a pupil to face up to his misdeameanours and/or to bring parents face to face with a total situation with respect to their child. The Adjustment Counsellor is usually involved in re-evaluating the underlying causes of the difficulties in an effort to help the pupil overcome his problems and develop attitudes which will make for a better adjustment, both in a school and to life in general.

(b) Liaison between Institutions and our School System

Proper placement in our school system and a receptive attitude on the part of school personnel are exceedingly important factors in the rehabilitation of boys and girls returning to the community after a period of institutional placement. This department, in co-operation with other Special Services Departments and provincial resources, attempts to establish the optimum learning situation for such students.

(c) Supervised Alternative Learning for Excused Pupils (SALEP)

The Adjustment Services Department is heavily involved in implementing the SALEP regulations. Adjustment Counsellors work with principals and parents in initiating applicants for Supervised Alternative Learning for Excused Pupils; they may collect and collate data for submission to the Committee on behalf of students, work closely with the Special Needs Counsellor to provide a life skills program in order to develop a suitable alternative. The Special Needs Counsellor also supervises all approved programs until the student reaches 16 or returns to school.

(d) Fostering School-Community Relationships

The Adjustment Services Department, through all of its many and varied contacts with people, seeks to bring about an understanding of all services offered by the Hamilton Board of Education, and to solicit co-operative efforts toward: "The optimum in education for every child--derived through an adequate adjustment within himself and to his school, his home, and his community."

ADJUSTMENT SERVICES

In order that all students may derive optimum benefit from experiences at school, the Adjustment Services Department offers the following:

-- School and Home Visiting Services

-- Consultation Service

-- Co-ordinating Service with Community Resources

-- Supervised Alternative Learning for Excused Pupils (SALEP)

-- Suspension Rehabilitation

The Board of Education for the City of Hamilton

ADJUSTMENT SERVICES

527-5092

(extensions follow names)

SUPERVISOR:	Joseph M. Yurkiw, B.A., M.Ed.--360
STAFF ASSISTANTS:	Wayne E. Elgie, B.A., M.Ed.--369
	F. Bryan Schofield, B.A., M.Ed.--365
COUNSELLORS:	Craig Ashbaugh, B.A., M.Ed.--419
	James E. Cairns, B.A., M.Ed.--421
	Lesley J. Cunningham, B.A., M.S.W.--448
	Wayne B. Dalgleish, B.A., M.Ed.--366
	Elmer W. Dippel, B.A., M.S.(Ed.)--451
	C. Keith Gaiser, B.A., M.S.(Ed.)--364
	Stephen S. Gaudun, B.A., M.S.W., M.S.(Ed.)--367
	Gail P. Glenny-Burke, B.A., M.S.W.--447
	A. William Hennessy, B.A., M.Ed.--450
	Ralph A. LeFevre, B.A., M.S.(Ed.)--420
	Lillian E. Orban, B.A., M.Ed., ARCT--363
	Diane P. Sayers, B.S.W.--368
	W. Melvin Spencer, B.A., M.Ed.--362

The Board of Education for the City of Hamilton
100 Main Street West
P.O. Box 558
Hamilton, Ontario
L8N 3L1

ADJUSTMENT SERVICES DEPARTMENT

The Adjustment Services Department is one of several educational services under the direction of the Associate Superintendent of Curriculum and Special Services.

FUNCTION

1. A School and Home Visiting Service

This service, using the casework procedure, is offered by this Department in the interest of children who are exhibiting difficulties adjusting to the normal demands of school. The general aim is to search for the reasons behind the child's difficulties and to bring about significant changes in attitudes and environment together with a closer working relationship between the home, the school, and any community resources that might be helpful to the child.

Referrals are therefore made through the principal or vice-principal, based upon unsatisfactory situations relating to behaviour, achievement, attitude, attendance, etc. These are all looked upon as symptoms of underlying, usually complex problems which must be resolved if the pupil is to profit from his educational experiences.

2. Consultation Service

The volume of work is such that the deeply involved casework procedure cannot be utilized in all cases, and therefore the Adjustment Counsellors are available for consultation with principals, teachers, nurses, guidance personnel and, by special arrangement, with parents. In general, it is a short-term, supportive service to the schools, assisting them in their day-to-day work with their pupils.

3. Co-ordinating Service between the School and Other Community Resources

The Adjustment Services Department provides the necessary liaison between the schools and other community resources when problems relating to pupils appear to be beyond the scope of the Board of Education personnel. Referrals to these resources, such as social agencies, psychiatric clinics, and the Provincial Court (Family Division) of the Judicial District of Hamilton-Wentworth, are made by the Adjustment Counsellor after consultation with parent(s) and school personnel. Along with this, the Department is charged with the responsibility of compiling, preparing and submitting all school reports on behalf of pupils for the use of authorized persons or resources in the community. Through the Counsellors, the Department officially represents the schools in case conferences held in the community and arranges, when desirable, for the attendance of other school personnel.

S. E. A. C. FEBRUARY 17, 1988

1. Adjustment Services
   - update
   - spectrum of services

2. Resource Review - Community
   - Cooperative Efforts:
     A.A.T.D.

3) The Exceptional Student and the Adjustment Counsellor

Involvement:

◆ Identification of Exceptionality:

Counselling, Home Visits,
Referral, Reports from Community Resources.

◆ Central Index:

Referrals/Reports/ Sharing with involved school personnel

◆ Participation:

D.A.R.T., I.P.R.C.'s S.A.L.E.P.

◆ Referral to Community Resources:

Private practitioners, clinics, hospitals, welfare, etc.

◆ Ongoing Case Management:

Liaison with Community, all age levels E.I.P. - pre-school
Adult - secondary, M.R.'s

ADJUSTMENT/SCHOOL SOCIAL WORK SERVICES

LEVELS OF SCHOOL SOCIAL WORK	NO.	QUALIFICATIONS	SCHOOLS	MAJOR RESPONSIBILITIES
1. SPECIAL NEEDS COUNSELLOR (SALEP)	(1)	B.S.W.	--city wide --14 & 15 year olds Early School Leave (SALEP) --10 months	--counselling --Basic Life Skills/Job Search --Supervising Approved Alternatives --Presentations to Board SALEP Committee --Liaison with Youth Employment Program
2. RESIDENT SOCIAL WORKERS (COMPENSATORY)	(7+2) (new)	B.S.W.	--one school/one worker --compensatory --mainly JK-5 --10 months	--preventive/social skills --counselling/behaviour management -- neighbourhood contact --parenting Program --breakfast/clothing --hygiene --high risk students/families
3. RESIDENT SOCIAL WORKER	(1.5)	M.S.W.	--Alter Ed Programs --ACES MS --Caledon SS --Lawrence SS --10 months	--therapeutic role --counselling/behaviour management --group work --family treatment
4. ADJUSTMENT COUNSELLORS	(12)	M.Ed MSW Teacher Qualifications	--Family of Schools --JK-12(OAC) Alter Ed, TR --10 months	--school/home community role --consultation --advocate role --counselling --co-ordinating community resources --referral/reporting to community resources --court work --crisis consultation --casework supervision of BSW and Student Placement

	LEVELS OF SCHOOL SOCIAL WORK	NO.	QUALIFICATIONS	SCHOOLS	MAJOR RESPONSIBILITIES
5.	**ADJUSTMENT STAFF ASSISTANTS**	(2)	M.Ed MSW Teacher Qualifications	--city wide --JK-13, Alter Ed, TR --12 months	--case supervision --community liaison --office supervision --review of all out-going reports --distribution of reports to education personnel --consultants to staff, community, and walk-in inquiries --inservice programes
6.	**SUPERVISOR**	(1)	M.Ed MSW Teacher Qualifications	--system wide --city wide --all schools --12 months	--set objectives to meet departmental goals --works in concert with senior officials, superintendents, supervisors and principals and community --provide leadership and supervision to Adjustment/Social Work staff --continue to work with and initiate cooperative community efforts to meet the special needs of students and their families --report to the Associate Superintendent of Curriculum and Special Services, as required

#6 February 1987

FROM THE STUDENT ADJUSTMENT SERVICES DEPARTMENT

Dear Principal:

Your response to the Adjustment Newsletter is encouraging. Along with the monthly statistics, we will attempt to update you regarding various community programs, new initiatives, and clarification of procedures.

Community Resources

One of the advantages that our community has is the wealth of resources that are available to us. Hamilton-Wentworth has often been referred to as a "therapeutic community", and with current forces leading us towards a process of "deinstitutionalization", we are fortunate that we can work cooperatively with these resources. We are including a list of community resources for your use. We attempt to keep this list current as often as possible. There are other resources not listed, but these are the ones we contact, some more than others.

As the DART process develops and we initially make use of our own school resources, it is important that we tap into these community resources wherever appropriate. We have to be aware that they work under different mandates, regulations, procedures, and budgets that limit their services as well. Some can be accessed on an emergency basis, while others may have waiting lists. The Adjustment Counsellor, as a case manager, is aware of these resources and should facilitate access in attempting to resolve student and familial problems within his/her caseload.

As we go through the process of utilizing our own community resources effectively, we must document the steps we all take with our students and families, and for this purpose our CENTRAL INDEX is used to record our efforts on an ongoing basis. Here at the Education Centre, our filing of occurrences and cases is shared by school personnel who may be working with that student at that particular time. The data over the school years of an individual student, not only the contents of the OSR but what is filed here in Central Index, may provide a clear picture of our efforts both in school and in the community.

One of the major responsibilities of Adjustment Counsellors, therefore, is to provide a liaison role to all their schools (Operating Procedure SP-15).

Opening and closing cases has always been a topic of interest within the department. Recording concerns and documenting strategies has become an increasingly necessary process and this occurs when cases are opened. Counsellors will discuss, initiate and record various steps to resolve some difficult problems; referrals, suspensions, conferences, crisis situations at home and at school are recorded with all open cases. We find our caseloads, running between 40-50 per counsellor, include students at Jr. Kdgn. level to adults. Approximately forty per cent of all caseloads are at the early adolescent level, 13-16 years old. Effective case management has become a key word within the department.

Have a good and restful Winter Break ...Remember, here at the Ed. Centre we're still open for business!

Sincerely,

Wayne Elgie
Bryan Schofield
Joe Yurkiw

REPORT OF THE ADJUSTMENT SERVICES
FOR THE MONTH OF
FEBRUARY, 1987

ADJUSTMENT CASES

Cases under supervision at the beginning of the month ...			515
New Cases opened during the above month	26		
Former cases re-opened during the month	8	34	549
Cases closed during the month			21
Cases under supervision at the end of the month			528

INVOLVEMENT--CASES AND NON-CASES

Conferences attended regarding students, involving social agencies, psychiatric clinics, etc.	321
Consultations with school personnel and other professionals	1080
Interviews with parents, pupils, etc.	523
Home visits made	153
Supervised Alternatives Learning for Excused Pupils program applications received	10
Occurrences written	89
Reports supplied to social agencies, medical, counselling and psychiatric clinics, etc.	194
Referrals made to outside agencies, clinics, hospitals, etc. ...	6
Suspensions monitored by this department	83
Suspension appeals monitored by this department	1
Students brought before the Judge of the Unified Family Court of the Judicial District of Hamilton-Wentworth	1
Adults brought before the Judge of the Unified Family Court of the Judicial District of Hamilton-Wentworth	0
Other appearances required in the Unified Family Court of the Judicial District of Hamilton-Wentworth	3
Child Abuse incidences requiring involvement	8
Drug Related incidences requiring involvement	2
Attempted Suicide incidences requiring involvement	2
No. of Students Serviced one or more times this month	1043

Respectfully submitted,

/dem

Joseph M. Yurkiw, Supervisor
Student Adjustment Services

FEBRUARY, 1987

DIANE P. SAYERS

SPECIAL NEEDS COUNSELLOR

CURRENT MONTH'S STATISTICS

Office/Screening Interviews	128
Home Visits	1
School Visits	1
Consultations	121
Special Needs Students	0
Conferences	34
Employer Contacts	34
Renewed Contacts	1
New SALEP Applications Received	2
New Job Search Applications Received	3
Students considering SALEP; no application resulted	5
SALEP Applications Approved	9
SALEP Applications Refused	0
Approved SALEP Life Skills/Job Search Programs	6
SALEP'ers whose Supervision terminated (age 16)	12
TOTAL NO. SALEP STUDENTS CURRENTLY UNDER SUPERVISION	31

RUNNING TOTAL SALEP STATISTICS (from September, 1986)

SALEP Applications Received		17
SALEP Applications Approved		40
SALEP Applications Refused		1
SALEP Applications Terminated Supervision		14
Turned age 16	5	
Returned to School	8	
Other	1	

INTERIM SALEPs

Applications Received for Interim SALEP this year		32
Interim SALEP Applications Approved this year		31
No. who found alternatives		21
Interim SALEP students Terminated Supervision		11
Returned to School	7	
Turned Age 16	3	
Other	1	

TOTAL NUMBER OF STUDENTS SERVICED THIS MONTH

	58

COMMUNITY RESOURCES

HAMILTON -- A THERAPEUTIC COMMUNITY

The Board of Education for the City of Hamilton
Student Adjustment Services

March, 1987

COMMUNITY RESOURCES

HAMILTON -- A THERAPEUTIC COMMUNITY

Introduction

The Adjustment Services Department of the Curriculum and Special Services Panel of the Hamilton Board of Education has the responsibility of acting as a referring agent to and liaison with community services on behalf of our schools and students.

It is the policy of the Board that parents must be involved, and provide written permission for any agency involvement or for school information to be provided to community resources.

The Ontario Student Record (OSR) is privileged information available to the student, parent(s) and school personnel only. Any information provided to others requires consent from the parent or legal guardian. (Education Act, 1974, Section 231).

The Directory of Community Services for Hamilton and District, prepared by the Central Information Services, Hamilton and District, and the Social Planning and Research Council, is the most up-to-date, comprehensive community resource reference available (cost: $25.00 -- refills: $20.00).

The following are some of the resources available to us:

HEALTH

1. Hospitals
   In Hamilton we have a number of hospitals that provide important services. The Civic hospitals (General, Henderson, McMaster University Medical Centre, Chedoke and St. Joseph's) are regularly involved in the areas of pediatrics, psychiatry, emergency psychiatry, etc.

   Chedoke-McMaster offers a series of services that involves the Board of Education with many of its students and families:

   . Chedoke Child & Family Centre
   . Adolescent Services
   . Pediatrics
   . Speech
   . Continuing Care
   . Nursery School Program

2. Child and Adolescent Services
   The Child and Adolescent Services, operated by the Regional Municipality of Hamilton-Wentworth, Department of Health Services, offers two clinics: one downtown and one in the East End. They work with students and/or families with emotional, behavioural or speech problems.

3. Public Health Nursing Services
   Counsellors work closely with public health nurses (from the Regional Municipality of Hamilton-Wentworth, Department of Health Services) in dealing with various student needs, eg., health care, hygiene, pediculosis, etc.

4. Association of Agencies for Treatment and Development (AATD) Team
   The AATD Team offers a cooperative community approach in dealing with the provision of services for residential assessment and treatment of emotionally disturbed children and youth in Hamilton and surrounding communities.

   The AATD Team consists of personnel from community agencies and treatment facilities that have a concern for placement with all the residential programs. Treatment programs include such services as offered by:

   . Woodview (Canada House)
   . Lynwood Hall Children's Centre
   . B'nai B'rith Cottage (Chedoke)

   A multi-disciplinary clinical team meets once a week and processes referrals for further assessment, treatment and review.

   Other committees include the Children's Residential Screening Committee (mentally retarded), Special Needs Team (hard-to-serve and Children's Youth Residences) and Administrative Council.

5. Private Practitioners
   General practitioners and specialists may request information from the Board and the schools, as well as from other resources within the community. Conversely, Adjustment Services, on behalf of the Board of Education, may request medical information. These exchanges of information occur only with written parental consent.

SOCIAL SERVICES

The following is a list of some of the social services that are involved with various student needs and handicaps.

1. Children's Aid Society
   The Children's Aid Society of Hamilton-Wentworth and the Catholic Children's Aid Society of Hamilton-Wentworth.

2. Family Services of Hamilton-Wentworth, Inc.

3. Salvation Army Social Services

4. 4-C Centre -- Mission Services of Hamilton
   The 4-C Centre is particularly used by our counsellors for clothing needs. We have unlimited services for parents and students from this resource, with proper vouchers.

5. Catholic Social Services
6. Big Brother Association of Hamilton and District
7. Big Sister Association
8. Canadian National Institute for the Blind
9. Hamilton and District Association for Deaf and Hard of Hearing
10. Hamilton and District Association for the Mentally Retarded
11. Ministry of Community and Social Services
    - Vocational Rehabilitation Services
    - Children's Services

GROUP HOMES

Group homes have been developed within this community as alternatives to institutional care. They are continually changing and either additional homes are being developed or closed. Presently the group homes in this community are:

- Dawn Patrol (2)
- Webber House (FSA)
- Charlton Hall (Big Sisters)
- Inasmuch House
- Grace Haven
- George Force Group Home
- Wesley House
- Elizabeth Fry
- Hope Haven
- St. Martin's Manor

Each group home has specific admission criteria. Currently, under the Ministry of Community and Social Services, some group home beds are pre-paid so that agencies may place students in these facilities. Each placement is now subject to AATD (Special Needs) review.

CORRECTIONS

1. Probation Services/Probation & Parole
   These services are provided by the Ministry of Community and Social Services, and the Ministry of Corrections. Students may receive schooling while being held in detention or custody. Both of these situations can occur while in secure or open facilities. Classrooms are provided at the Arrell Observation Home and the Hamilton-Wentworth Detention Centre, as well as the Dawn Patrol Group Home. Other open custody facilities will arrange placement in community schools.

   School placement for students in group homes operated by MCSS may be arranged through the Adjustment Services Department.

2. Youth Branch, Hamilton-Wentworth Regional Police
   The Youth Branch is a part of the Hamilton-Wentworth Regional Police Department. Officers are specially trained to work with youths ages 12-17. These officers are available at any time for consultation or collaboration when there are specific problems with youthful offenders within schools or the community.

3. Attendance Centre
   The Attendance Centre is sponsored by the John Howard Society and is a resource for students who are on probation and have, perhaps, not followed through with the Probation Services appropriately. The Youth Court judge will order that the student attend the Attendance Centre after school hours. This program includes recreational and tutoring facilities.

4. Unified Family Court -- Education Act 1980, Section 29
   Students of compulsory school age who refuse to attend or are habitually absent may be prosecuted. This is initiated by the Adjustment Counsellor.

   An Attendance Review Committee (ARC) has been formed consisting of Probation, the Children's Aid Societies, and Adjustment Services, to review all possible court cases prior to charges being laid.

WELFARE RESOURCES

1. Ministry of Community and Social Services
   - Family Benefits
   - Vocational Rehabilitation Services
2. Social Services Department--Regional Municipality of Hamilton-Wentworth
   - General Welfare Assistance
   - Nursing and Homemakers' Services
   - Child Maintenance
   - Day-Care Nursery
   - Special Assistance
3. Canada Immigration and Employment
   - Job Experience Program
   - Employment
4. Hamilton-Wentworth Housing Authority
   - recommendations re housing needs

COMMUNITY SOCIAL ACTION GROUPS

Within this community various neighbourhoods and community action groups have been created to meet needs of neighbourhoods. Such groups are:

- McQuesten Legal and Community Services
- North End Information Service
- Kirkendall-Strathcona Neighbourhood House
- Native Women, Inc.

SELF HELP GROUPS

Within this community different organizations have formed what we would refer to as self help groups, particularly for adults, and, in some cases for teens, eg.,:

- Alternatives for Youth (A/Y)
- Alanon and Alateen
- Youth Employment Services
- Adolescent Community Care
- Welcome Inn
- Parents Without Partners
- Parental Stress Services (Parents Anonymous)

Recreational programs also include such programs that are offered by the Y.M.C.A., Y.W.C.A., and various recreational centres throughout the city.

Further to this, on-going programs have also occurred through federal and provincial work experience programs, such as the FUTURES Program, the Job Entry Program for unemployment youths ages 16-25.

SUMMARY

The above is a list of some of the services available in the community that may become involved with our schools and students.

One of the major aims of the Adjustment Services Department is to ensure that when specific needs cannot be resolved within the school system, referrals are made to appropriate community resources.

Joseph M. Yurkiw
Supervisor
Student Adjustment Services

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Agency Phone Numbers

A.A.T.D. - Association of Agencies for Treatment and Development	522-5801
Alter. Ed. Programs - Caledon Sec. Voc. School	385-4144
- S.J.A.M. Sec. School	527-6781
- Stinston Street (Elementary)	522-9726
Arrell Observation Home	385-5341
Big Brother Association	525-3860
Big Sister Association	529-7143
C.C.A.S. - Catholic Children's Aid Society	525-2012
Catholic Family Services of Hamilton-Wentworth	527-3823
Charlton Hall	529-7143
Chedoke-McMaster Hospitals —	
Chedoke Hospital Division	521-2100
Evel 1	521-7952
Evel 2	521-7953
Evel 3	521-7954
Intake	521-7950
M.U.M.C. - McMaster University Medical Centre	521-2100
Child and Adolescent Services	521-4810
Children's Aid Society	522-1121
C.O.M.S.O.C. - Ministry of Community and Social Services	521-7280
Cool School	527-8115
Correspondence Courses (Toll Free)	1-800-268-7065
Court - Provincial	525-1840
- Small Claims	522-9063
- Unified Family Court	525-1550
Dawn Patrol Group Homes Inc.	526-9529
Department of Culture and Recreation	526-2750
Family Services of Hamilton-Wentworth	523-5640
Futures Program	388-1642 or 388-1649
Good Shepherd Centre	528-9109
Men's Centre	
Women's Drop-in Centre	
Good Shepherd Women's Centre	523-8895
Family Services	549-1155
Grace Haven	522-7336
Hamilton General Hospital	527-0271
Hamilton Housing Company Ltd.	526-4609
Hamilton-Wentworth Regional Health Unit	528-1441
Hamilton-Wentworth Housing Authority	521-7399

Hamilton-East Kiwanis Boys' and Girls' Club	549-2814
Hamilton-East Kiwanis Non-Profit Homes Inc.	545-4654
Henderson General Hospital	389-4411
Hope Haven Homes Inc.	547-1815
Inasmuch House	529-8149
Indian Centre, Hamilton Regional	547-1870
John Howard Society	523-7460
Lynwood Hall	389-1361
Martha House	523-8895
O.C.A.P. - Ontario Career Action Program	575-2177
Probation and Parole Services --	
Hamilton East	549-9977
Hamilton Centre	521-7527
Hamilton Mountain	387-5453
Probation Services (formerly P.A.C.O.)	525-1765 525-1553
Regional Social Services	526-4333
St. Joseph's Hospital	522-4941
St. Matthew's House	523-5546
Salvation Army	521-1660
Separate School Board, Hamilton-Wentworth Roman Catholic	525-2930
Wentworth County Board of Education	523-8621
Wesley Centre	528-5640
Wesley House, Hamilton	529-8916
Y.M.C.A. -	
Downtown	529-7102
Mountain	383-2139
Stoney Creek	662-7445
Y.W.C.A. -	
MacNab Street	529-8121
Ottawa Street	547-6861
Youth Employment Centre	522-4903

All I ever really needed to know I learned in kindergarten

By Robert Fulghum

Most of what I really need to know about how to live, and what to do and how to be, I learned in kindergarten. Wisdom was not at the top of the graduate school mountain, but there in the sandbox at nursery school.

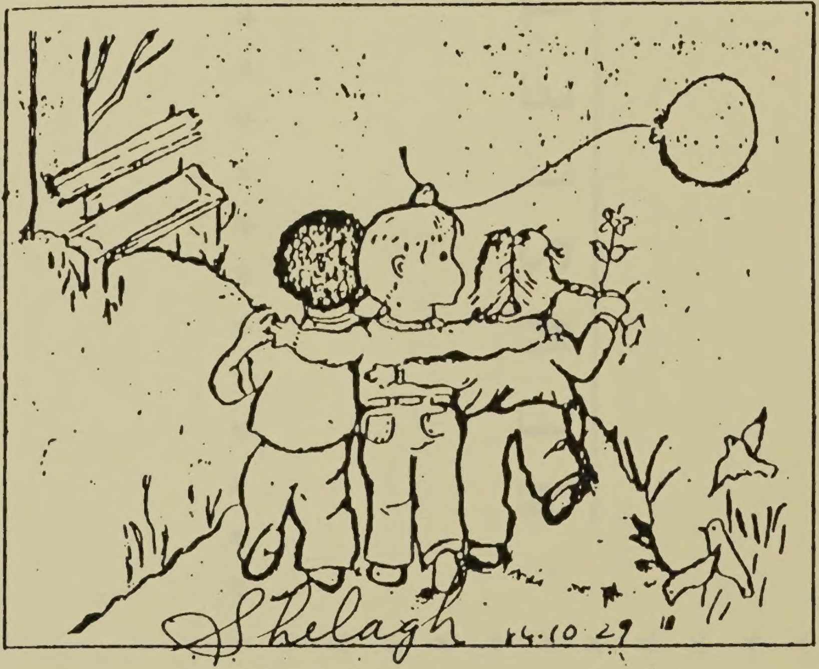
These are the things I learned: Share everything. Play fair. Don't hit people. Put things back where you found them. Clean up your own mess. Don't take things that aren't yours. Say you're sorry when you hurt somebody. Wash your hands before you eat. Flush. Warm cookies and cold milk are good for you. Live a balanced life. Learn some and think some and draw and paint and sing and dance and play and work every day some.

Take a nap every afternoon. When you go out into the world, watch for traffic, hold hands and stick together. Be aware of wonder. Remember the little seed in the plastic cup. The roots go down and the plant goes up and nobody really knows how or why, but we are all like that.

Goldfish and hamsters and white mice and even the little seed in the plastic cup — they all die. So do we.

And then remember the book about Dick and Jane and the first word you learned, the biggest word of all: LOOK. Everything you need to know is in there somewhere. The Golden Rule and love and basic sanitation. Ecology and politics and sane living.

"Think of what a better world it would be if we all — the whole world — had cookies and milk about 3 o'clock every afternoon and then lay down with our blankets for a nap. Or if we had a basic policy in our nation and other nations to always put things back where we found them and cleaned up our own messes. And it is still true, no matter how old you are, when you go out into the world, it is best to hold hands and stick together.



Robert Fulghum is minister emeritus of the Edmonds, Wash., Unitarian Church. This piece, reprinted by permission, appeared in Church and Public Education.

ASSOCIATION of
AGENCIES for
TREATMENT and
DEVELOPMENT

1057 Main Street West
HAMILTON, Ontario
L8S 1B7

Telephone 522-5801

NEWSLETTER

EDUCATIONAL • CORRECTIONAL • GROUP HOME • MENTAL HEALTH • RETARDATION • CHILD WELFARE
SERVICES WORKING CO-OPERATIVELY FOR CHILDREN AND YOUTH

ADMINISTRATION TEAM

We would like to welcome you to the first newsletter to be circulated by A.A.T.D. Our newsletter will be published three times a year in the months of September, December and June. Please stay in touch for the upcoming issues and forward any submissions for publication which you feel would be of interest to our community.

Since the circulation of our annual report, A.A.T.D. has moved to its new location at 1057 Main Street West. The official opening of our new office will take place December 1, from 4-6 p.m. As you are probably aware, A.A.T.D. was originally described as the agency without walls. While we now have a separate location, and our own "walls", it will remain a goal of our organization to maintain and enhance the cooperation and coordination which has laid the foundation for A.A.T.D. in this community.

The Adult Services Committee, completed their report over the summer months and their recommendation for A.A.T.D. to assume the coordination and supervision of the Adult Screening Committee was approved by the Administration Team. This report has been forwarded to the Ministry of Community and Social Services for their consideration.

The Administration Team, in conjunction with the Children's Aid Societies has decided not to Central Intake the Private Operator Sector at this time. This will, however, remain a long term goal of this organization. As an interim measure, the Children's Aid Societies will be providing A.A.T.D. and the Private Operator Sector a summary of the characteristics of their children in Outside Paid Institutions.

At the September Administration Team meeting, support for an "Adolescent Rural Treatment Centre for the Hard-to-Serve Population" was approved by the team, as one model which would meet the service needs of this particular client group. This report has been forwarded to the Ministry and we are awaiting a formal response in the near future.

A.A.T.D. has forwarded a questionnaire to our member agencies in order to receive agencies' feedback regarding the areas of Screening, RPAC function, Research and Coordination. After we have reviewed the comments, we will be establishing a process to facilitate some dialogue concerning the feedback received.

We would like to take this opportunity to thank all our member agencies, team members and the various subcommittees for their work.

Chairman
Heidi Nelson

Executive CoOrdinator
Phil Warren

ADVISORY PLANNING TEAM

The Advisory Planning Team has developed a format for a quality annual report for the Client/Community Database through many discussions among team members and other individuals who have some experience in this area. The April 1, 1986 to March 31, 1987 report was distributed at the October 9, 1987 Administration Team meeting. Additional copies will be distributed to agency personnel who will then be contacted for their feedback.

The expansion of the Team is still in progress, and we are pleased to have Donna Marcaccio join as the representative for the MR Community. During the summer months, the Team unfortunately lost two members, Dr. Naomi Rae Grant and Kim Van Louwe, but have been conversely fortunate to have Dr. Ruth Pickering and Angela Houser as their replacements.

Chairman, Alex Thomson Information Systems CoOrdinator, Terri Finch

CLINICAL TEAM

The Clinical Team is a multi-disciplinary group of professionals from the Hamilton-Wentworth children's services network, established to screen applications for local residential treatment beds for emotionally disturbed children and youth.

The intention of the Clinical Team is to make recommendations which are in the child's best interests and which are most appropriate for the treatment of the child while, at the same time, making every attempt to maintain the integrity of the child and his/her family.

The Clinical Team performs the RPAC function under the Child and Family Services Act for admissions to local children's mental health centres.

As in keeping with the annual statistics from previous years, the population of children being presented to the Clinical Team remains high for the adolescent age group. Fifty-two (52) children out of the total population of seventy-five (75) were aged thirteen or older at the time of presentation. Within this subgroup of adolescents were seventeen (17) teenagers who were 15 years of age at the time of presentation of the statistics. Males (53) continue to present more than twice as often as females (22).

The number of consultations to the Team appear to be increasing. Case managers who are experiencing difficulty with problematic cases come to the Team for professional consultation, support and direction. The results of the consultation may provide recommendations of less intrusive intervention. Few consultations return to the Team for Admission RPAC to local children's mental health centres. This may verify that through consultation, appropriate intervention strategies can be developed at a community level.

Chairperson, Wayne Elgie	Case Resource Co-ordinator, Betty Anne Hill, M.A. (SWP).

RTMR

The Resource Team for the Mentally Retarded (RTMR) has been established to serve as an advisory group for the purpose of screening requests for resources for developmentally handicapped children from birth to eighteen years of age.

It is the overall philosophy of the Team, that the child has the right to as normal a lifestyle as possible, recognizing the principles in the Child and Family Services Act (CFSA) which support the best interests of the child, the least restrictive or disruptive course of action, continuity of care and minimum state intervention.

The RTMR has developed a proposal for a nine bed unit for MR adolescents with behavioural problems. The original group of 8 children identified in previous statistical reports has increased to 12, four (4) of whom have since become adults. Many of the children who require this service are residing in the community with fragmented services of relief, outpatient and in-home help. Two agencies in the community, Christian Horizons and Rygiel have submitted proposals to the Ministry for consideration. It is understood this proposal is high on the priority list for services in the Hamilton area.

The RTMR has also established a subcommittee to look at the need for parental relief/respite care in this community as identified by the statistics. Although community service providers are aware the existing need for respite care outweighs the demand, empirical data is not available to accurately reflect the number of families in Hamilton who may need relief services. As a result, a needs assessment questionnaire will be developed to survey the question of parental relief.

Chairperson, Betty Browne	Case Resource Co-ordinator, Betty Anne Hill, M.A. (SWP)

SPECIAL NEEDS TEAM

The Special Needs Team is a multi-disciplinary team which receives referrals for residential placements to Charlton Hall, Webber House and Wesley House. By fostering inter-agency co-operation and collaboration via consultation, creative planning and advocacy, the team also addresses the special needs of the hard-to-serve youth in this area.

During the past fiscal year, the Special Needs Team continues to be concerned about the increasing number of adolescents who have taken to the streets. This population is primarily females who are sexually promiscious, heavily involved in substance abuse and constantly placing themselves in situations where they are physically and emotionally at risk.

The A.A.T.D. will be coordinating a community task force to address the needs of these adolescents in the new year.

Chairman, Peter Greenberg	Case Resource CoOrdinator, Elizabeth Avetissian, B.A. B.Ed.

CHILDREN'S MENTAL HEALTH COMMITTEE

The Children's Mental Health Committee meets on a regular basis to facilitate planning on a local level between the Ministries of Health and Community and Social Services. Over the past few months, this committee has reviewed the following proposals:

i) Pregnancy Youth Line, ii) a proposal for a coordinator for the Suicide Prevention handbook, iii) a proposal from the Prevention Network concerning adolescents who are experiencing a separation or divorce and iv) a proposal for developing a curriculum based preventative education program on family violence.

Letters of support for these proposals have been issued by A.A.T.D. to the Ministry of Community and Social Services. Similarly, these proposals will be submitted to the District Health Council's, Health Promotion Committee, so that they may be priorized and forwarded to the Health Promotion Branch of the Ministry of Health with a request for funding.

THE DATABASE FOR THE DEVELOPMENTALLY HANDICAPPED

The Brant and Hamilton-Wentworth reports from the Database for the Developmentally Handicapped were completed and distributed by the Social Planning and Research Council during the first quarter of the year. Subsequently, forums were held within each community to present the report, answer questions, and discuss future plans for the database.

Since the distribution of the report, there have been some ad hoc requests from community agencies for specific data. These and any new requests have been and will be completed as soon as possible.

Annually, an original questionnaire will be completed on new clients, using the same hierarchy as for the initial collection of data, and selected variables will be updated for existing cases. The completion of the updates will be the responsibility of the agency, and may be done during the case review. All completed updates are to be sent to A.A.T.D., on a regular basis, with a deadline of January 1988. The update report will follow soon after. Update forms have been or soon will be distributed to the participating agencies.

A letter will be developed explaining the history, the purpose, and the process of the database, for distribution to the participating agencies. This will be especially important for new staff members.

Don Trebilcock has decided to retire as Chairman of the Steering Committee for the database, although he will continue as a member of the Committee. Don has done a great job, and will be missed in this capacity. Donna Marcaccio has assumed the chairman's position and we welcome her to this new role.

OPI REFERRAL & TRACKING SYSTEM COMMITTEE

During the past six months, A.A.T.D. has coordinated a committee to look at the profiles of children and youth requiring placements in outside paid institutions outside of the Hamilton-Wentworth area.

Membership in this committee consisted of representation from the Hamilton-Wentworth CAS, the Catholic CAS, and the Private Operator's Sector.

An OPI Referral and Tracking form was devised to collect aggregate data on the youth. Data collected will include:

a) Agency
b) Sex
c) Age
d) Religion
e) Wardship Status
f) Indian Status/Racial-Cultural Identity
g) Reason for OPI Placement
h) Placement History
i) Educational Needs
j) Behavioural Profile
k) Service Needs Profile
l) Placement Allocation

This information will be compiled in a report form. The purpose of the report will be to provide the Children's Aid Societies with a behavioural profile and needs profile of the children requiring placement out-of-area and provide the Private Operators with aggregate data of the needs of this community to help re-assess their current programs and assist them in implementing new programs to meet these needs.

RURAL TREATMENT COMMITTEE

The 1986/87 fiscal year was a very busy year for members of the Rural Treatment Committee.

In October 1986, this subcommittee comprising of members from the Special Needs Team, Clinical Team, Community Residential and Non-Residential Service Providers and Ministry Representatives was formed. Their mandate was to assess the need for a rural treatment facility in the Hamilton-Wentworth area and develop a program model.

The initial draft of the report titled "A Proposed Model for Adolescent Rural Treatment Centre for Hard-to-Serve Population" was presented to the Administration Team of A.A.T.D. in March 1987.

At that time, additional statistical information on the behavioural, family and psycho-social profile of the Hard-to-Serve population of this community was requested. The final copy of the report was completed in August 1987 and re-presented to the Administration Team in September 1987.

The Administration Team of A.A.T.D. has endorsed in principle the need for such a facility in this community.

YOUNG MOM'S TASK FORCE

In May of this year, A.A.T.D. in conjunction with the District Health Council, co-sponsored a workshop to examine issues pertaining to Young Single Parents. At the initial workshop a Task Force was formed to examine:

a) the need for better coordination of services.
b) better housing to be available for this client group.
c) better financial support and access to services.
d) the need for an Adolescent Resource Center.
e) continuation of the Pregnancy Youth Line.

This Task Force is now in the process of developing a model for the coordination of services. A.A.T.D. will be coordinating a meeting with the original workshop participants early in the new year to facilitate some dialogue pertaining to the recommendations submitted by the Task Force.

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1988

MINUTES OF THE
Special Education Advisory Committee

1988 04 20

URBAN MUNICIPAL
MAY 11 1988
GOVERNMENT DOCUMENTS

Present:	Judith Bishop (Chairman); Trustees Van Horne, Baskin, Desmarais and Deans Mesdames Oommen, Trott, and Masters, Ms. Knol Mr. Foster and Drs. Jacobs and Brennan
Also Present:	T. Ophoven (HTF) P. Babcock (HPA) Dr. Newberry
Officials:	Mr. P. Beveridge (Superintendent of Curriculum and Special & Educational Services, Designate) Mr. B. Adams (Supervisor - Special Education) Dr. C. Pryor (Supervisor - Psychological Services) Mrs. Cynthia Wilkinson (Psychological Consultant) Mr. Joe Trovato (Psychological Consultant)

Mrs. Bishop called the meeting to order and asked for confirmation of the minutes of the last meeting.

Moved by Dr. Newberry:
That the minutes of the last meeting of this committee be approved as presented to the members.

Mrs. Bishop welcomed Sylvia Trott as the newly-appointed representative of the Association for Children and Adults with Learning Disabilities. Mrs. Trott is replacing Mrs. Dorothy Tilbury who has served as the ACLD representative on this committee since it was established.

GENERAL

BUSINESS ARISING OUT OF THE MINUTES

Membership Organization Update:

Parents' Committee, CNIB
Mr. Foster reported that at a recent parents' meeting at the CNIB there was confusion expressed relative to enrolling blind children in school, particularly junior kindergarten. He asked whether the Hamilton Board had a policy regarding this.

Mr. Beveridge indicated there is no policy that would prevent a child with any disability from enrolling in school. He suggested parents contact the school principal concerned.

Mrs. Bishop pointed out there is some involvement with school personnel prior to enrolment if a child is registered in a community facility.

Mr. Beveridge indicated that the Board has a strategy in place to ease the transition from special pre-school programs to kindergartens within our system.

A copy of the aforementioned procedures will be forwarded to Jeff Foster and Frances Oommen.

Association for Bright Children

Ms. Knol brought a specific concern to the table as requested by parents of students in the gifted program at Queen Victoria. This is a congregated gifted class whose students come from different areas of the city. When the class was formed, the parents were given to understand that:

- the class would remain intact until secondary school, and
- the middle school would be Westview.

After receiving a letter from parents asking for future directions for September 1988, Mr. Henry met with the parents on March 16, to which the parents invited Ms.Knol. It was clear that parents felt strongly about the students remaining together and the Board honouring its promise.

The problem is accommodation at Westview. The gifted class at Linden Park is expecting to go to Westview also. When pressed by the parents for an answer, John Henry explained that he did not have the authority to make such a decision and recommended they contact their Superintendent. The parents did as Mr. Henry suggested.

The parents asked Ms. Knol to request that SEAC do what it can to see that this situation is resolved quickly.

Mr. Ormerod asked if there is a record of this promise?

Mr. Beveridge replied that he has not seen a written record but there is always a possibility that a verbal promise may have been made. Mr. Beveridge indicated this was an administrative/operational problem and he recommended that administration meet with all superintendents of schools this Friday for discussion and problem solving around this issue.

Ms. Knol asked if there would be an opportunity for parental representation at this meeting?

Mr. Beveridge indicated that parental representation was not necessary at an administrative council meeting when the issue related to the day-to-day operation of a program. He indicated that when a decision is made, Mr. Henry will get back to the parents as soon as possible

Ms. Knol pointed out again the long delay in solving this issue. If a promise was made to parents and their decision making was based on that promise, at what point do people know to whom to listen.

Mrs. Deans suggested if parents are not happy with the officials' decision that this issue be referred to the trustees.

Mr. Beveridge felt that administration was the appropriate body to deal with issues of this nature.

There was discussion relative to making Mrs. Deans' suggestion a motion. However, it was felt that this could further delay the resolution.

The committee wished to state that it is opposed to what has happened relative to this situation, particularly with the delay in responding to parents' concerns and informing them of directions for their children in September, 1988.

At this point, Mrs. Masters said some parents of students in gifted classes have been told that there is no need for annual reviews this year. She asked why this would be.

Mr. Adams replied there should been Annual Reviews for all exceptional students. He will investigate this particular situation further.

Canadian Hearing Society

Mr. Ormerod reported that the Society has recently moved its headquarters to the Parkdale area. Also, their Acting Director left at the beginning of April.

Down's Syndrome Association

Mrs. Oommen reported that the Association's meeting next Tuesday is open to the public and will include a video on Down's Syndrome.

Mrs. Oommen indicated that copies are now available of a new comprehensive booklet designed for parents as case managers. It provides suggestions for those who are attending IPRC meetings or advocating for children in other areas in the community. This booklet was written by a member of the Association in the Niagara region. Both Mrs. Bishop and Mr. Beveridge expressed interest in the Hamilton Board purchasing a copy of this publication.

In response to a question by Mrs. Oommen, it was pointed out that there is financial assistance available from the Hamilton Board for members of SEAC who wish to attend conferences. The procedure for reimbursement involves presenting a receipt from the conference to Mrs. Kershaw (Supervisor, Administrative Services) at the Information Desk. Those who attend conferences are asked to bring a report back to the full committee.

Mrs. Oommen asked about the Board's policy regarding the provision of secretarial assistance and access to telephones for people who work in the Board or schools but who are not teaching staff, e.g. Job Coaches (Operation Employability), social workers, speech pathologists.

Mr. Beveridge indicated he was not aware of problems in this area and asked Mrs. Oommen to communicate specific situations to him.

Since comments are requested by June 30, 1988, Mrs. Oommen wondered if the Radwanski Report contained concerns relative to special needs in children that this committee should consider and perhaps respond to.

Mrs. Bishop said she feels it does contain things SEAC should be concerned about. The Home and School Council is making a response to the report.

Mrs. Van Horne indicated the Board is having a special meeting on April 25 at 7:30 p.m. It is open to the public and members of SEAC would certainly be welcome. The committee could then add their concerns to the Board's response or consider responding on its own.

As the first printing of the full report has been exhausted and the second printing is not available, Mrs. Baskin offered the summary of the report to the members of SEAC.

Mr. Ophoven also pointed out that every school has a copy of this report and that members could borrow a copy from their local school.

Mr. Beveridge reported that the Hamilton Board belongs to the Association of Large School Boards (representing 17 major school boards) which is putting together a report , the nucleus of which will be presented to the Legislative Assembly Select Committee on Education. Mr. Beveridge volunteered to provide the committee with a copy of a summary of the report which was developed by Mr. McKague.

Hamilton & District Parents of Physically Handicapped Children
Mrs. Masters expressed this committee's pleasure with the Accessibility Report. This group of parents wishes to urge the Board to have all Category A schools display a wheelchair sign that would be visible from the street.

Moved by Mrs. Masters
The Committee recommends that the Category A Schools, as defined in the Report of the SEAC Sub Committee on Accessibility (October, 1987), display an international wheelchair sign that is visible from the street.

CARRIED.

Mrs. Master expressed her group's concern about students turning 21 who have no place to go and they urge the Board to move ahead with a plan for them to remain in school, if that is the suitable placement for them. They feel that many of these students, while chronologically 21 years of age, could benefit from additional schooling.

Mr. Beveridge responded that he has been ever conscious of this problem. It is, however, a legislated matter whereby a Board of Education's jurisdiction for students is between the ages of 5 and 21. Responsibility for young people in this category is that of Community and Social Services. Again, he has stated that these issues demand interministerial solutions.

Mrs. Baskin suggested that Mrs. Master's group should be approaching COMSOC with their concerns.

Mrs. Masters pointed out that in the Accessibility Report there were specific recommendations relative to evacuation and fire procedures and that parents were to be informed. However, she is not aware of any parents having heard from the schools concerned.

Mr. Beveridge said he would investigate the developments around this recommendation.

Mrs. Masters reported that two representatives from her group who are representatives on other area Boards' SEAC committees have been informed that their term of office is mandated for 3 years. However, she has not been able to find reference to this in the legislation.

Mrs. Bishop said that legislation around the formation of SEAC was carefully examined when our Handbook was developed last summer and there is no legislated length for a term of office for an Association representative.

Ontario Psychological Association
Dr. Brennan reported her Association's concern that the Ministry of Education has legislated that anyone in the school setting can administer a psychological examination. Recognizing that there is a strong Psychological Department in place, she asked what the Hamilton Board plans in relation to this development.

Mr. Beveridge reported that our Psychological Services strongly supports using personnel that are appropriately trained to administer individual psychological examinations and to interpret findings to parents and staff and appropriate other disciplines.

Association for Children and Adults with Learning Disabilities
Mrs. Trott reported that the May 19 meeting will be at Hill Park at 7:30 p.m. and Doreen Kronick will be the speaker.

Dr. Newberry reported that the Head Injury program at Chedoke is being implemented and she expects there will be some involvement by the Hamilton Board come September, 1988.

Home and School Council
Mrs Bishop reported that she received a notice about a National Access Awareness Week at Mohawk College in June. A specific day, June 2, has been set aside for an education emphasis.

Selection Process - Educational Assistants

Mr. Beveridge reported that, according to the Board's Personnel Department, Educational Assistants are drawn from various sources in the community colleges, e.g. Brock, Sheridan and Mohawk, as well as Registered Nurses' Assistant courses for special skills. Educational Assistants are generally placed with programs and divisions, with a particular focus on a student who requires special assistance in the overall classroom situation. The hiring procedure involves an initial interview with the Personnel Assistant and placement on the temporary staff. When a permanent position becomes available, suitable candidates are selected from the temporary placements and the principal and/or teacher can then proceed with their selection process.

Mr. Beveridge also said that within the last week the Educational Assistants have become unionized and there may well be implications for procedures presently in place.

It was also pointed out that the qualifications of these staff members have certainly risen recently. As well, personal characteristics of the individuals applying for permanent positions, as determined from their temporary assignments, are considered.

Mr. Ophoven spoke of his recent experience in selecting an Educational Assistant whereby he contacted the schools where the applicants had had experience and found their observations valuable in the selection process.

Terms of Reference - Pro Tem Committee

Mrs. Bishop reported that this committee has not met as yet. They will be discussing this topic at their first meeting.

Conduct Disorders

Dr. Pryor, Supervisor of Psychological Services, and Joe Trovato and Cynthia Wilkinson, Psychological Consultants, joined the meeting to continue the discussion of their research from last month's meeting.

After Dr. Pryor's review of their findings, the following questions and answers resulted:

•Are aggressive children seen as problems more than the students who may be disturbed but who don't act out?
The Auchenbach questionnaire covered both kinds of behaviour (acting out and withdrawn) and the instructions to the teachers were to consider students with both kinds of problems.

•Why were parents not involved in this intervention strategy?
The time factor did not allow for in-service at the home level. However, part of the job description for the Behavioural Consultant will be in-service for parents provided in the evenings.

•Will consideration be given to broadening teachers' knowledge base on behaviour modification techniques?
It was felt that again the time-frame of this survey did not allow for instructing non-traditional methods of behavior modification. It is also felt that there should be a continued emphasis and reinforcement of those skills learned as a deterioration often occurs, as has been evidenced in other behaviour modification programs. Achieving consistent methods of behaviour modification is seen as a priority over more varied techniques.

•Was class size a factor in incidences of disturbed children?
While this was not a consideration or observation built into the study, it could be reviewed as those statistics are available.

•How do you know changes in behaviour were not due to attention being given rather than the intervention strategies?
Students with behaviour problems receive attention either negatively because of disruptive behaviour or, as in the cases in this study, positive reinforcement through behaviour modification.

•Has the improvement level remained in the children?
This aspect will be investigated next.

Several committee members felt that this type of instruction should be offered at teacher training colleges.

Mr. Beveridge agreed that administration would produce recommendations arising from the results of the study. These will be presented at the next meeting for consideration by the SEAC representatives.

Special Education Review - French Language Education Council

Mr. Beveridge reported that Superintendent Lavoie presented the French Language report as it related to the Fifth Annual Review of Comprehensive Special Education Programs and Services to the French Language Education Council. FLEC supported the recommendation that the Annual Review be approved and forwarded to the Ministry through the Board committees. This being completed, all Ministry requirements for the Annual Review have been met and the reports will be forwarded to the Ministry.

Update - Operation Employability

Mrs. Oommen reported the following relative to Operation Employability:

- The Job Coaches, recently appointed to assist the Project Co-ordinator, were introduced. The funding for these positions came through Employment and Immigration Canada. However, it terminates in November, 1988. The consensus is that communication has improved since the Job Coaches have been involved.
- At a second meeting, the draft of the interim evaluation report of Operation Employability, Year 2, was discussed. Some positive improvements cited were:
  - .the clarification of the goal of Operation Employability
  - .a design change in forms for record keeping
  - .parents and teachers are now more aware of what is involved in the work placement.
- It appears that employers are becoming more confident about taking students, partly due to the additional support of the Job Coaches.
- The community is more aware of the program, e.g. display board is available for public relations.
- Representatives of the three Boards continue to provide support for the program.

Mrs. Oommen said she feels this is a viable program at this time and she expects there will be a full report available in June. It is hoped that the Boards will be in a position to make recommendations to their Boards regarding the future of Operation Employability when funding is terminated.

New Business

In-service Training

Due to the length of tonight's meeting, Mr. Adams distributed his report that provided a detailed account of in-service his department has provided. Questions of clarification could be addressed at our next meeting. However, he did draw the committee's attention to the Annual Dinner of the Council for Exceptional Children, Chapter 289, on May 19 at the Yacht Club with Tracy LeQuyere as the speaker. He emphasized that all are welcome.

The meeting then adjourned.

READ AND CONFIRMED

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Chairman

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SPECIAL EDUCATION DEPARTMENT

INSERVICE SUMMARY

BOARD OF EDUCATION PERSONNEL

1987 - 1988

SPECIAL EDUCATION DEPARTMENT: INSERVICE SUMMARY

BOARD OF EDUCATION PERSONNEL

1987 - 1988

INSERVICE CONSUMER	LEVEL/GROUP	INSERVICE DESCRIPTION
Vanier Secondary School	Grade 9 to O.A.C.	Role of the LRT: Linking & Pooling Resources
Teachers	Grade 9	Intepretation: C.A.T.
Teachers (Dalewood School)	Middle School	Emotionally Disturbed Students in Regular Class
Teachers	Elementary LRT's Areas 5 and 6	Primary/Junior Assessment (with Brenda Babcock)
Teachers (Glendale Staff)	Grade 9	Application: C.A.T.
Teachers (Delta Staff)	Grade 9	Application: C.A.T.
LRT and Principal	Primary/Junior	Role of the LRT in a School: Program and Philosophy
Teachers (MacNab Staff)	Grade 9	Application: C.A.T.

SPECIAL EDUCATION DEPARTMENT: INSERVICE SUMMARY

BOARD OF EDUCATION PERSONNEL

1987 - 1988

INSERVICE CONSUMER	LEVEL/GROUP	INSERVICE DESCRIPTION
Teachers (Sir Winston Churchill Staff)	Grade 9	Application: C.A.T.
Secondary Teachers	Grade 9	Administration of the C.A.T.
Newly Assigned Secondary Learning Resource Teachers	Secondary Composite and Vocational	Role, budget presentation, question and answer period
Newly Assigned Elementary Learning Resource Teachers	Primary/Junior to middle	Role, budget presentation, question and answer period
Teachers	Middle school to composite/vocational	NMT1G1 (Personal Life Management)
Teachers	Professional Development Committee	Designing special education workshops
Teachers (LRT's)	Composite/Vocational	LRT networking

SPECIAL EDUCATION DEPARTMENT: INSERVICE SUMMARY

BOARD OF EDUCATION PERSONNEL

1987 - 1988

INSERVICE CONSUMER	LEVEL/GROUP	INSERVICE DESCRIPTION
Barton Secondary Staff	Grade 9 to O.A.C.	DART teams and exceptional students
Southmount Secondary Staff	Writing Team	Survival Skills for LRT's
Teachers (LRT Coordinators)	Primary/Junior to O.A.C.	Direction: Role of the LRT
Queensdale Staff	Primary/Junior	An effective learning resource program
Principals and LRT's	Primary/Junior to O.A.C.	Role of the LRT - Principal's Panel (Videotaped
Teachers	Grade 6	Application: C.A.T.
Teachers (Scott Park Staff)	Grade 9	Interpretation: C.A.T.
Teachers (Queensdale Staff)	Primary/junior	Attention Deficit Disorders (Joe Trovato)

SPECIAL EDUCATION DEPARTMENT: INSERVICE SUMMARY

BOARD OF EDUCATION PERSONNEL

1987 - 1988

INSERVICE CONSUMER	LEVEL/GROUP	INSERVICE DESCRIPTION
Teachers (Burlington Central Secondary)	Grade 9 to O.A.C.	Behavioural Management
Teachers	LRT's/Vocational ESL/D	BLADE - Reading Program (Trillium)
Public Relations Representatives	Area 1, 2, 3, 4, 5	Team Building: Role of Public Relations and Needs Assessment
Teachers (Elementary LRT's)	Primary/Junior to Middle	Community Facilities (with Brian Seamans)
Teachers (Scott Park Staff)	Grade 9	Application: C.A.T.
Teachers	Grade 3	Application; C.A.T.
Teachers - Secondary LRT's and GLRT's	Middle School to O.A.C.	Future Directions - (with John Henry)

SPECIAL EDUCATION DEPARTMENT: INSERVICE SUMMARY

BOARD OF EDUCATION PERSONNEL

1987 - 1988

INSERVICE CONSUMER	LEVEL/GROUP	INSERVICE DESCRIPTION
Teachers of General Learning Disabilities	Primary/Junior to middle	Testing for Teaching - Repeated Reading Strategies
Teachers of General Learning Disabilities	Primary/Junior to middle	Testing for Teaching - Introduction to the Testing Down Model
Teachers (Process Consultation Candidates)	Primary/Junior to O.A.C.	Speech and Language Model
Teachers of the Trainable Retarded	T.R.	Visitation to Programs for the Trainable Retarded:Metro Toronto
Teachers of the Trainable Retarded	T.R.	Kindermucking (with John Henry)
Teachers - Secondary GLRT's	Grade 9 to O.A.C.	Individual Pupil Programs (I.P.P.'s)
Section 16 Teachers	Junior to Adolescents	First Annual Section 16 Professional Activity Day

SPECIAL EDUCATION DEPARTMENT: INSERVICE SUMMARY

BOARD OF EDUCATION PERSONNEL

1987 - 1988

INSERVICE CONSUMER	LEVEL/GROUP	INSERVICE DESCRIPTION
Art Teachers	Primary/Junior to middle	Integrating Special Education Students into Art
Leadership Course Candidates	Teachers	Section 16 Programs in Hamilton
Learning Resource Teachers	Primary/Junior to Composite/Vocational	Section 16 Programs in Hamilton
Chedoke Middle School	Teachers	Section 16 Programs in Hamilton
Staff (Hess and Bagshaw)	Primary/Junior to middle	The ESL student in the regular classroom
Staff (Bagshaw)	Primary/Junior to middle	Meeting ESL needs in regular class settings
Staff (Westmount)	Grade 9 to O.A.C.	Programming for dialect speaking students Secondary Level

SPECIAL EDUCATION DEPARTMENT: INSERVICE SUMMARY

BOARD OF EDUCATION PERSONNEL

1987 - 1988

INSERVICE CONSUMER	LEVEL/GROUP	INSERVICE DESCRIPTION
Staff (Lawfield)	Middle school	ESL/D in the Middle School - Problems
Staff (Sherwood)	Grade 9 to O.A.C.	Programming for dialect speaking students
Staff (ESL/D Schools) (Stinson, Linden, Gibson, Centennial)	Primary/Junior	Meeting the Needs of ESL/D students
Staff (Queensdale)	Primary/Junior	Integration
Staff (Queen Mary)	Intermediate	Learning Strategies and Modifications
Hess Street School	Primary-Junior	IPRC Presentations
Special Education Teachers	Primary/Junior to middle	P.A. Day - January 27 and February 3 Language Problems
SLD Teachers	Primary/Junior to middle	Central Auditory Processing

SPECIAL EDUCATION DEPARTMENT: INSERVICE SUMMARY

BOARD OF EDUCATION PERSONNEL

1987 - 1988

INSERVICE CONSUMER	LEVEL/GROUP	INSERVICE DESCRIPTION
SLD Teachers	Primary/Junior to middle	Learning Styles
Itinerant Music and Special Education Teachers	Primary/Junior to middle	Behaviour Strategies - Evaluation techniques
SLD Teachers	Primary/Junior to middle	Inservice on the new Ministry Handbook on Learning Disbilities
Special Education Teachers	Primary/Junior to middle	Celebrating Language (with the English Dept.)
Queensdale	Primary/Junior	Inservice on the Canadian Hearing Society

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MINUTES OF THE SPECIAL EDUCATION ADVISORY COMMITTEE

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GOVERNMENT DOCUMENTS

Present:	Judith Bishop (Chairman); Trustees Baskin, Desmarais and Deans Mesdames Oommen, and Masters, Ms. Knol Messrs. Foster and Ormerod and Dr. Brennan
Not Present:	Trustee Van Horne, Mrs. Trott, Miss Dalziel and Dr. Jacobs
Also Present:	T. Ophoven (HTF) A. Kunc (HPA) D. Hutton (OSSTF)
Officials	Mr. P. Beveridge (Superintendent of Curriculum and Special & Educational Services, Designate) Mr. B. Adams (Supervisor - Special Education) Mr. Fred Neumann (Administrative Assistant)

Mrs. Bishop called the meeting to order and asked for confirmation of the minutes of the last meeting.

Moved by Ms. Knol:
That the minutes of the last meeting of this committee be approved as presented to the members.

The item "Report of the Sub Committee of SEAC" was added to the agenda under New Business, General.

GENERAL

Business Arising out of the Minutes

Membership Organization Update:

Parents' Committee, CNIB
Mr. Foster reported that the CNIB has a concern relative to the government's 3-phase program of de-institutionalizing centres and how this might affect the CNIB in the future. However, SEAC is not able to be of assistance as this issue falls under another jurisdiction.
Mr. Foster also reported that he is the Chairperson for a province-wide parents' committee at W. Ross Macdonald School dealing with children or young adults when they leave school.

Parents of Physically Handicapped Children
Mrs. Masters raised the issue of the inability of students, such as those at Sherwood Secondary school, to continue to attend school after age 21 under the Adult Continuing Education program. The principal at Sherwood has said that these students are so well integrated in the program that there would be little difficulty in their continuing there. Mrs. Masters asked again that the appropriate Ministries take action to provide funding for the over 21.

Association for Bright Children
Ms. Knol reported there is confusion on the part of parents of children in French Immersion who are deemed gifted relative to the kind of programming being offered. She asked that French Immersion Gifted be considered for a future priority item in order to gain more specific information about program provision for this group of students.

Down's Syndrome Association
Mrs. Oommen announced the next business meeting of the Association is on May 31 at Chedoke Hospital to discuss the recent conference in Ottawa. Another meeting specifically for parents of developmentally handicapped teenagers is scheduled for May 24 at Vincent Massey. This latter meeting will cover topics such as options that are available when these students leave school, how parents can advocate for their children, how to arrange DARTS transportation, etc.

Mrs. Oommen brought to the meeting copies of the booklet from the Niagara South Association written for "parents as case managers" and offered a copy to anyone interested.

Mrs. Oommen asked about custom-made equipment that is required by some students and expressed concern that it has taken 6 months to get delivery of this needed equipment. She asked if this was a normal timeline for custom-made equipment. Are there carpenters in the Board or are these requests sent elsewhere and is it possible to reduce this waiting time?

Mr. Adams responded that these orders are sent to a gentleman in Oakville who also does similar orders for other community agencies/facilities; therefore, he is always backlogged resulting in the lengthy timeline from placing the order to delivery. Mr. Adams agreed this was a problem and indicated he would appreciate suggestions of other sources for obtaining this equipment.

Mr. Adams pointed out that the equipment specifications make it difficult for vocational schools to do the work.

Mrs. Oommen asked about the people who early in the year had been assessed as appropriate for attending the Adult Basic Education programs but were having difficulty getting transportation from DARTs.

Mr. Beveridge reported that he had spoken to Mr. Pinto of DARTs immediately following the time when this problem was first raised. Mr. Pinto indicated that favourable schedules could be arranged and Jim Hobbs, Co-ordinator at Southview, also indicated that there was flexibility in the students' arrival times. Mr. Beveridge pointed out that while Mr. Pinto said he would attempt to provide satisfactory service, there were many community demands on their services. Mr. Beveridge also suggested that individual students should contact Jim Hobbs directly.

Mrs. Oommen asked that consideration be given to "information sharing sessions" between parent groups and teachers.

Mr. Ophoven suggested that the planning committees of the Professional Development committee could be approached with this type of request.

Mrs. Bishop said she will discuss with Mr. Adams and write to the HTF and OSSTF representatives regarding this possibility. She noted, however, that it is quite unlikely that this could be arranged for the 1988-89 school year as plans are made well in advance of the school year.

Mrs. Masters pointed out that members of SEAC used to receive notices of P.A. day activities so that they could attend if they wished. However, this practice seems to have stopped.

Moved by Mrs. Masters:
That members of the Special Education Advisory Committee be informed of and invited to all Professional Activity Days.

CARRIED.

Canadian Hearing Society
Mr. Ormerod reported that an Executive Director for the Society has been appointed.

In relation to the Superintendent's Report as distributed with the agenda, Mr. Ormerod asked about the Ministry documents in the process of development, particularly The Auditorily Impaired, and asked what action would be taken once it is produced.

Mr. Beveridge responded that these are support documents produced by the Ministry of Education and distributed to each school in the province. They are intended for use by consultants, LRTs, teachers and principals.

Mr. Ormerod asked whether a committee would be established to study the document and, if so, he asked to be part of that committee. In any event, Mr. Ormerod said he would like to have a copy of the document when it is distributed.

Mr. Beveridge pointed out that the timeline for the release of Ministry documents is unknown but that Mr. Ormerod would indeed receive a copy when it does arrive. There are no plans to develop committees to study the numerous Ministry support documents.

Mrs. Bishop said there will be an opportunity to review these resource documents and if contents require discussion, they can be brought to this table.

Mr. Desmarais raised a specific concern relative to a student who will be going from an elementary school to Ainslie Wood School. The student and parents are objecting to the requirement of taking some credit courses as the student is reading at the grade 2-3 level and they fear his dropping out if the courses are too demanding.

After some discussion relative to the requirements of OS:IS, the flexibility of the principals in exempting students deemed exceptional for up to four credit courses and the expertise available in the vocational schools to adapt the programs, i.e. basic level, to help the individual students, Mrs. Bishop suggested that this family should discuss the entire situation with the principal so school personnel understand the concerns and they can work together in tailoring an appropriate program.

Council of Home and School Association
Mrs. Bishop reported the Library now has a Disabilities Information Services Helpline to provide information about the range of services available in the community to help families of disabled children.

Mrs. Bishop distributed an advertisement for the Access Awareness Week, May 29-June 4 and pointed out the Drop-In Information evening at City Hall on Thursday, June 2.

In-service: Special Education
Mr. Adams reported the information sent out with the agenda represents all in-service that personnel in the Special Education Department have delivered in the past school year. It does not, however, include the Gifted in-service John Henry has provided.

Dr. Brennan said she observed little in-service on behaviour strategies/management which she assumes will be increased as a result of Dr. Pryor's study. Dr. Brennan also noted just one in-service on Attention Deficit Disorders and she highly recommends more in-service on that particular problem.

It was suggested that Dr. Brennan be used as a resource person for such an in-service session.

Mrs. Bishop commended the Special Education Department on the amount of in-service that has been provided to regular class teachers as well as special education teachers and on the variety of topics covered.

Summary Radwanski Report
Fred Neumann, who is involved in writing the Board's official response to the Radwanski Report, presented the information that was attached to the agenda. He briefly highlighted the following aspects:

- Radwanski initially started to write a report on dropouts. Mr. Neumann pointed out there is an immediate problem here with the definition of dropout. Ontario, when compared to other geographical locations, has a very high drop out rate; however, Ontario also has a broader definition, e.g. anyone who does not obtain a highschool diploma is a dropout; if a student is ill for a semester s/he is a dropout; etc. If adjustments are made for differences in definition, Ontario fairs much better.

- •Radwanski used a "headliner" approach whereby he caught people's attention and support by laying the cause for failure at school on the system.
- •Radwanski's "cures" for educational systems include mandatory summer school and mandatory extra help/detentions; providing "mentoring" and crisis intervention strategies.
- •Radwanski is a proponent of early childhood education, starting as early as 3 years of age.

Mr. Neumann emphasized that many of the recommendations this report contains are not, for the most part, thought through in terms of implementation, particularly in the area of funding.

The trustees may be meeting to discuss the report and the Board's response sometime in the future.

The majority of comments from the members of SEAC were not supportive of Radwanski's report. However, Dr. Brennan said she felt that it did make some good points and educators should not overlook these when criticizing the report as a whole. For example, Dr. Brennan said that educators should have a philosophy that provides for a personal responsibility for the teaching of all students and that no student should be rendered unteachable.

Mrs. Bishop said that the Home and School Council will also be making a formal response to this report.

Conduct Disorder Study: Suggested Recommendations

Mr. Beveridge reported that the recommendations attached to the agenda were developed in response to this committee's request at the April meeting.

Moved by Mrs. Deans:
That the following recommendations relative to Conduct Disordered Students be approved:
(i) That the Board continue with the proposed program of identification and in-service to assist conduct disordered students.
(ii) That the Board continue its research into conduct disordered students in co-operation with Chedoke-McMaster and the University of Wales.
(iii) That the program be evaluated by the Psychological Department in co-operation with the Research Department and a report be submitted to the Board when appropriate.

CARRIED.

New Business

Seac Dinner Meeting - June

Mrs. Bishop announced that the June 15 meeting will be preceded by a dinner at 5:45 p.m. The location will be announced in the notice.

The June meeting is traditionally the time to set the Priority Agenda Items for the following school year. Mrs. Bishop asked members to forward specific items to Fred Neumann as soon as possible.

Superintendent's Report

Mr. Beveridge indicated that the Superintendent's Report is written as a summary of information from Special Services that might be of interest to SEAC members. He offered to elaborate on any items if necessary.

Specific questions resulted relative to Provincial Tribunals, the EASL/D program and how long students remain in the program, and CAS statistics. In response to these, Mr. Beveridge pointed out that statistics show that Provincial Tribunals have decreased in number since the full implementation of Bill 82. EASL/D students attend a centre for a half-day and their regular school the other half day; this schedule continues until the student reaches a level of competency in the English language. The CAS statistics in this report are a compilation of CAS activities from various sources. Mr. Beveridge said it would be impossible to provide specific statistics relative to the Hamilton Board. However, these reported figures are generalized and it would be safe to assume that they are representative of what is happening in all school boards.

Mrs. Bishop drew the committee's attention to the latest "Co-ordinating Change" bulletin from the Transition Management Team as attached to the Superintendent's Report. Mrs. Bishop asked how the assigning of special services staff to the area offices was going.

Miss Gillie reported that this deployment of staff is a pilot project. She is finding it interesting having the various resources working together at the same location and some benefits are evident. There is a general good feeling about what has happened. Miss Gillie said that discussions will continue with Mr. Beveridge and the other Superintendents as the project evolves.

Report of SEAC Sub-Committee

Mrs. Baskin reported that this sub-committee was established to discuss the educational activities of people over 21. Their mandate was to see how students and their parents are educated about available services in the community and to determine how service agencies view the education of this population. The next meeting will have John Buttrum from the Citizen Action Group.

Mrs. Deans said there should be an attempt to change the Education Act whereby Continuing Education could be provided for the over 21.

ELEMENTARY/SECONDARY

Business Arising out of the Minutes

Gifted Program

Mrs. Bishop reported that there has been a happy resolution to the problem surfaced at the April meeting. The students will be returning to their community school. Ms. Knol indicated that the parents are pleased with the results.

New Business

Future Directions: Vincent Massey

Mrs. Bishop welcomed Wanda McLaren, Principal of Vincent Massey, and the Superintendent of Schools for Area 4, Pat Gillie, to the meeting.

Wanda McLaren pointed out to the committee the following about the history of Vincent Massey:
- it has been the school for the senior trainable retarded students in the Hamilton system since 1972
- it has not been a stagnant program but has seen many changes over the years; however, it would appear that a new direction is becoming necessary
- It is presently the only segregated school in the city; as such, it has no feeder source since the junior schools have been closed over the past several years
- there are presently 66 students enrolled; 15 will graduate this year; subsequent years will see an average of 12 graduates
- with the above facts in mind, discussions took place with the Superintendents and Director and administration was supportive of the school doing some creative planning relative to its future directions
- the questions asked were how long can Vincent Massey remain a viable program and what would be the best program alternative for senior trainable retarded students in the future

A committee, established from staff at the school as well as other resources int the system, is recommending a cluster of 5 classes be set in a secondary school for the following reasons:
- the trainable retarded students are 16-21 years of age and a secondary school setting is age-appropriate
- a cluster situation would provide for mutual support and more resources than if dispersed throughout the city

Miss McLaren emphasized that the students at Vincent Massey are a different population (lower functioning) than previous trainable retarded students who have been integrated into satellite classes. Therefore, different kinds of supports and preparation will have to take place in order to meet their specialized needs. For example, a student who is lower functioning and whose behaviour is age appropriate to his mental age could create a great deal of disruption in a regular school and thereby set back the progress integration has made. It is also a concern that a behaviourally disruptive student in a school

can often be confined to a very restrictive setting. Vincent Massey is the least restrictive setting at present and a cluster of classes in a regular school would allow for continuing this type of flexibility and freedom.

Mr. Beveridge commended Miss McLaren and Miss Gillie on this proactive step in forming a Futures Committee. He asked whether timelines for closure had been established.

Miss McLaren pointed out the chart in the report shows that there will be 42 students by June, 1989. However, it is being recommended that the Total Communication class be transferred to an integrated setting as of September, 1988. This reduction of 5 students, along with possible additional transfers to integrated settings as a result of Annual Reviews, makes 42 an exaggerated figure. Therefore, June, 1989, would be an appropriate time to look at school closure.

Concern was expressed about possible claims of "ghettoizing" these students rather than the perception of the sound reasons for this direction.

It was also pointed out that a higher degree of supervision and support will be required in the secondary schools for these programs than presently exists for the satellite classes.

Moved by Mrs. Deans:
That Special Education Advisory Committee supports the overall planning and proposed direction as indicated in the report relative to future directions for Vincent Massey.

CARRIED.

The meeting then adjourned,

READ AND CONFIRMED,

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Chairman

rm

Hamilton-Wentworth
Access Awareness Week
May 29 - June 4, 1988

- AN INVITATION TO -
EDUCATORS PARENTS
SERVICE PROVIDERS
STUDENTS

HIGH SCHOOL AND THEN WHAT? - BRIDGING THE GAP

Plans are well underway for the Hamilton-Wentworth region's participation for **National Access Awareness Week.** This nationwide event has been initiated by the Secretary of State. It is intended to draw attention to community achievements to create a society in which persons with disablities can fully participate and to examine what has yet to be accomplished. Rick Hansen describes the purpose of this week as:

> ...identifying and removing barriers. Working together, disabled and non-disabled members of communities everywhere can take a close look at their own environments and continue to create awareness and improve access.

The incorporation of Bill 82 into the Education Act for Ontario has heightened the awareness of the role of education in developing the potential of young people with disabilities. Yet, there has been a lack of information-exchange about what is available beyond high school. As part of National Access Awareness Week, we would like to invite you to....

DROP-IN INFORMATION EVENING

THURSDAY JUNE 2 6:30 TO 9:00 HAMILTON CITY HALL

You will be able to meet persons from the Hamilton area who are working to provide support services for persons with disabilities at the post-secondary level - **MOHAWK COLLEGE AND McMASTER UNIVERSITY** - and in developing **EMPLOYMENT OPPORTUNITIES.** We hope that this will be a first step to open up a dialogue among educators, parents, service providers - and students.

For more information, contact:

Rachel Thachuk, Manager, Special Needs, Mohawk
College - 575-2292

Laurel Stuart, Co-ordinator for the Disabled
McMaster Unversity - 525-9140, extn. 4339

Aznive Mallett, Executive Director, Path Employment
Services - 545-3475

Independence, That's Living!

100 Main Street West
Hamilton, Ontario
1988 05 18

To the Chairman and Members
Special Education Advisory Committee
Hamilton Board of Education

Ladies and Gentlemen:

Re: UPCOMING CONFERENCES

A list of upcoming conferences that may be of interest to members of the Special Education Advisory Committee has been developed and is attached for your information.

Peter S. Beveridge
Superintendent of Curriculum
and Special & Educational Services
(Designate)

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CONFERENCE	SPONSOR	DATES LOCATION REGISTRATION	COMMENTS
No More Secrets! A conference on Child Abuse		May 24-17 Toronto	Ontario National conference for professionals who work in the area of child abuse, focussing on feminist theories and practices.
"Choices 88"	Ontario Association for Community Living	May 25-28 Thunder Bay $170	Designed to highlight the types of choices available to the developmentally handicapped, their families and service providers.
"Connections 88: Building Tomorrow's Network Today"	Canadian Association of Toy Libraries and Parent Resource Centres	June 2-3 Toronto	Conference for professionals working in child care support services including parent resource centres, toy libraries, children's treatment centres and social service agencies.
The Earlscourt Symposium on Childhood	Earlscourt Child & Family Centre	June 15-18 Toronto $155	.Descriptive and Predictive Studies of Childhood Aggression .Dispositional Factors Associated with Childhood Aggression .Treatment of Childhood Aggression: Peer and School Based Interventions
Research & Augmentative Communication	Easter Seal Communication Institute	June 2-3 Toronto $80/day	.Developments in Augmentative Communication Research .Designing and Implementing Research in Augmentative Communication

MINUTES OF THE SPECIAL EDUCATION ADVISORY COMMITTEE

1988 06 15

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1988

URBAN MUNICIPAL
JUL 12 1989
GOVERNMENT DOCUMENTS

Present: [illegible] Bishop (Chairman);
Trustees [illegible], Desmarais and Deans
Mesdames Oommen, Trott, and Masters, Ms. Knol and Dr. Brennan
Messrs. Foster and Ormerod

Not Present: Trustee Van Horne, Miss Dalziel and Dr. Jacobs

Also Present: D. Hutton (OSSTF)
A. Kunc (HPA)

Officials Present: Mr. P. Beveridge (Superintendent of Curriculum and Special Services, Designate)
Mr. B. Adams (Supervisor - Special Education)
Mr. Fred Neumann (Administrative Assistant to the Director)

Mrs. Bishop called the meeting to order and asked for confirmation of the minutes of the last meeting.

Moved by Ms. Knol:
That the minutes of the last meeting of this committee be approved as presented to the members.

CARRIED.

GENERAL

BUSINESS ARISING OUT OF THE MINUTES

Membership Organization Update:

Parents' Committee, CNIB
Mr. Ormerod reported that a new device called the Auto Cure is in its last stages of experimentation before becoming available to the public. This device enables a deaf person to see what is being said and to hear what s/he is saying. Mr. Ormerod pointed out that the long-term educational ramifications of this equipment are exciting.

Down's Syndrome Association of Hamilton
Mrs. Oommen reported that their last meeting involved discussions about the Ottawa conference. There are no formal meetings planned until September.

Mrs. Oommen questioned the procedures relative to DART meetings. She pointed out that it was her understanding that parents would be informed of, and invited to, such meetings. However, she received a "form letter", which she distributed to the committee, informing her that a DART had been held regarding her daughter and the results of the meeting. Mrs. Oommen asked whether this was a "standard" form letter.

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the meeting. Mrs. Oommen asked whether this was a "standard" form letter.

Mr. Kunc pointed out that the form letter Mrs. Oommen received originated at her child's school. Not all schools use this format. He indicated that while DART meetings might be held at school to discuss particular students among the staff involved, communication with the home is always a high priority.

Mrs. Deans said she felt parents should always be informed of meetings at school concerning their child and given the opportunity to attend.

Mr. Adams said that an initial meeting among the professionals at a school is usually held prior to inviting parents.

Mr. Ormerod expressed his concern that a form letter such as Mrs. Ormerod received can be very cold when received by parents who are trying to cope with a handicapped child. Parents generally need to feel they are part of their child's educational program.

Ms. Knol also said parents need to be kept involved.

Mr. Foster asked if a school board has the right to "analyze" a child without the parents' permission?

Mr. Adams replied parental permission is required for psychological testing. However, the meetings in question now are usually more observational in approach rather than involving an individual psychological examination.

Mr. Desmarais said he felt a large part of this current problem was the impersonal form letter itself.

Mrs. Bishop suggested that SEAC could advise that some standard forms could be developed for schools to use.

Mr. Beveridge then pointed out that a complete review of the DART process is occurring at the present time. He suggested that this Committee send a message to that committee, through Mr. Adams, who would report back to SEAC.

Mrs. Bishop asked whether a representative from SEAC should be on the DART review committee. The kinds of concerns raised here tonight could be communicated directly to that committee.

Mr. Adams pointed out that DARTS do not just involve special education students in that it does not necessarily precede an IPRC. Many of the problems students are experiencing are resolved at the DART level.

Mr. Beveridge indicated that an invitation for a representative from SEAC to attend the DART review committee meetings would be discussed with the committee Chairperson.

Mr. Desmarais cautioned against developing an impersonal form letter for parents.

Mrs. Oommen then asked whether it is possible to have parents involved in the hiring process for educational assistants who will be working with their child. She indicated that at present the principal interviews candidates deemed appropriate by the personnel department but she is concerned that someone who knows the child in question should be a part of the process in determining the educational assistant.

Mrs. Baskin said that a parent cannot be a part of the selection committee. Trustees themselves only have input in the hiring of staff above the level of principal.

Mr. Beveridge said that at present there are 3 categories that educational assistants fall into: Special Education programs for the Trainable Retarded, assignments with students who are having specific disabilities, and those special needs students coming from pre-school settings for September. Mr. Beveridge feels the present process is working well. Principals may use the classroom teacher in the process. Any background information about the child that the parents supply would be helpful as the school prepares a suitable and appropriate program for a student.

Mrs. Bishop expressed her concern that persons are chosen for educational assistant positions because of their qualifications rather than their attitude, warmth and/or experience.

Mrs. Oommen reported that her concerns are the result of problems experienced last year because the teacher, the educational assistant and the child met on the first day of school. A lack of understanding of the situation and the child's needs occurred. Mrs. Oommen feels this could have been avoided if time could have been spent with the child before entering the program.

Mrs. Bishop suggested that home visits be built into these situations.

Mr. Beveridge said that provisions for teachers to visit homes prior to enrolment in school does occur in certain classes such as the JK and some SLD assignments.

Mr. Hutton pointed out that he has been involved with the assignment of educational assistants whereby s/he works with a teacher for a day or two prior to the child in question entering the program. He emphasized that educational assistants are seen as a vital part of the overall classroom program.

Association for Children and Adults with Learning Disabilities

Mrs. Trott asked about the current situation with the high school curriculum on 4 track tapes purchased by the Board.

Mr. Beveridge responded that the Hamilton Board has one but there has not been much demand for it.

Mr. Adams said that he recently signed two requests for tapes for students at the secondary school level.

Mrs. Bishop requested Mr. Adams to bring more information about this at the next meeting.

Mrs. Trott asked whether the school board has actually evaluated this strategy to see whether students benefit from the tapes? Are students provided with the tapes or are they required to struggle to meet the requirements of the curriculum?

Mr. Adams responded that students work with the LRTs in the school to determine the need for these tapes and how effectively they can be used.

Mrs. Trott questioned why the tapes were on the four track tapes when people have more access to the cassette recorders.

Mr. Beveridge indicated that this aspect has been investigated over the years. One of the major problems with cassettes is the amount of material that can be captured on a cassette is much less than the four-track tapes.

Mrs. Trott asked if the Board would consider doing the tapes themselves rather than getting them from the W. Ross Macdonald School.

Mr. Hutton pointed out that the tapes contain the contents of a textbook rather than a specific curriculum.

It was requested that Mr. Adams provide more information on the tapes at the September meeting.

Mr. Desmarais questioned a learning disabled student who cannot read but who receives a secondary school diploma at the end of grade 12.

Mr. Beveridge said that it is possible to have a reading problem but to also have other strengths that enable a person to obtain the credits necessary to qualify for a secondary school diploma or a certificate of education (4.12 OS:IS).

Mr. Desmarais said he feels strongly that a person who cannot read should not receive a secondary school diploma.

Home Council of Home and School Associations

Mrs. Bishop reported that the Home and School Association has prepared a response to the Radwanski Report; however, as it has not been passed by the Council, she was unable to share copies with SEAC. She emphasized that their most important concern was what effect the Radwanski Report would have on special education students. She feels strongly that the Ministry should be taking steps to analyze the effects of OS:IS as the first group of students who have gone through its first cycle are graduating.

Moved by Mrs. Baskin:

That, through the Board, the Special Education Advisory Committee requests the Ministry of Education to track the effects of OS:IS on exceptional students for the next four years.

CARRIED.

Mrs. Bishop then reported that she is hoping to have a video from the Special Education Department available for the next SEAC meeting so that the committee can preview it.

Mrs. Bishop reported that as a result of May's meeting, she wrote to Keith Rielly indicating SEAC's desire to be involved in in-service. Mrs. Bishop read her letter to the committee.

Mrs. Bishop remarked on the administration of Mr. Krever during his tenure as Director. He has always been supportive of special education and with initiatives in past years which are now taken for granted. She cited the satellite classes for the trainable retarded as an example. Mrs. Bishop offered to send a letter to Mr. Krever, on behalf of SEAC, thanking him for his contribution to and support of special education.

Mrs. Bishop attended some of the events related to the National Access Awareness Week. She reported she was amazed at the developments that have taken place.

Mrs. Bishop also reported that she attended the Operation Employability Recognition Night at which the Minister of Education was the guest speaker.

Ms. Knol said that she has heard that the Gifted Consultant, John Henry, will not be in that position next year. Has his replacement been appointed?

Mr. Beveridge said that Mr. Henry has been appointed the Co-ordinator of Science. The position of Gifted Consultant has been posted and interviews will be held in the near future.

Ms. Knol indicated her reluctance to see Mr. Henry leave this position as she feels he did an outstanding job. She hopes Mr. Henry will be able available to the new consultant. Mr. Beveridge said that Mr. Henry has indicated his availablity to support the new consultant with the gifted portfolio.

Board Update

Mrs. Bishop reported that the 5 motions from May's SEAC meeting were approved by the Board.

Transportation Report

Mr. Beveridge reported that the Transportation Officer has agreed to present her year-end report to SEAC in September after it has been to the Transportation Committee of the Board.

Mrs. Deans said that the report SEAC wants from Transportation is different from the one that goes to the Transportation Committee.

Mrs. Masters asked if SEAC could let the Transportation Officer know of the type of information required.

Mrs. Bishop pointed out that she would like to know about the monitors named to each school, and the in-service that has been conducted for transportation people and carriers, etc.

Mrs. Deans emphasized that the Board's Transportation Officer is very good and feels that anyone can approach her if there is a problem.

Mr. Beveridge also pointed out that she is extremely co-operative and particularly considerate of exceptional children.

Mrs. Masters asked about the hours of the Transportation Office. Some parents she is aware of have had difficulty reaching that office with a problem particularly in the mornings.

Fire Procedures Update

Mardy Eedson, Administrative Assistant to the Associate Director, joined the meeting. He distributed copies of the section of the Board minutes of 1987 11 19 outlining the amendments to the school emergency procedures. He briefly reviewed the responsibilities of the principal relative to emergency evacuation and indicated that the section referring to the purchase of appropriate equipment devices is the responsibility of the Superintendent of Schools in each area.

Mrs. Deans asked who checks to see that these recommendations are carried out.

Mr. Eedson replied that the revised Operating Procedure has not been circulated to the schools. It has been shared with the Federations for their input. When finalized, it will be sent to the schools, hopefully in September, 1988.

Mrs. Masters expressed her concern, as a parent of a disabled child, that these revisions have not been communicated to the schools.

Mr. Eedson replied that he did send a memo to the schools outlining the changes in procedure. Therefore, while a revised Operating Procedure has not been distributed, the schools have been made aware of the recommendations.

Mrs. Masters said that no parents in her association have been informed of evacuation procedures in their child's school as is suggested in the recommendations.

Mr. Kunc emphasized that safety of the students is one of the mandates of a principal. Fire procedures and practices are carefully established and drills held regularly. He has had the fire department visit the school so that they are familiar with the building.

Bill Urie, the Boards Safety Officer, then joined the meeting and demonstrated an evacuation device. Mr. Urie emphasized that the chair he was about to show had been borrowed from the company for demonstration purposes and he was showing it to SEAC for interest purposes and not as a recommendation.

With the help of his assistant, Mr. Urie demonstrated a Emergency Response Transporter known as the ERT 1000.

A number of questions surfaced about such a device such as the cost ($1300); would there be one available per handicapped student, one per area, one per class, etc.; if this device requires 2-3 people to operate it, wouldn't the same people be able to carry someone out as effectively; would such a device be useful to a severely physically disabled student who might thrash about; if students were recruited to assist would the Board be responsible if injuries resulted.

Mr. Urie pointed out that one of his concerns is the safety of all those involved in an emergency evacuation situation - the disabled student, the staff member and/or student in the school. He also said that if students did assist, it would be in terms of guiding the adult rather than actually maneuvering the equipment.

Mr. Eedson said that there is really a small number of students in the schools who are physically handicapped and who require special consideration in evacuation situations. The Home Care worker often recommends the best procedure.

Mrs. Baskin asked whether the Board's lawyer had been contacted for his opinion as to these procedures and recommendations.

Mr. Eedson indicated that no legal advice has been sought.

In response to questions by Mrs. Deans, Mr. Kunc said that his school has about 9 fire drills per year, it takes approximately 2 minutes to evacuate students from his school (Huntington Park is a one-floor school with lots of doors), and, while the fire department does not run the fire drills, he has been in contact with them about his procedures and they are familiar with the school setting.

Mr. Urie said that fire departments regularly check schools for impediments to evacuation.

Ms. Knol asked if fire departments are also observing requirements for handicapped students to evacuate.

Mr. Urie said that they were.

The discussion concluded with Mr. Eedson agreeing to obtain legal advice relative to students assisting students.

Accessibility Report Update

Mr. Orlando, the Superintendent of Plant, joined the meeting to provide the committee with an update relative to recent alterations.

Mr. Orlando reported that in the past year the following renovations occurred:

- Buchanan Park (Category A)- 3 ramps installed and 1 washroom to accommodate the handicapped

- Linden Park (Category B)- 1 washroom to accommodate the handicapped
- Huntington Park (Category A) - 1 ramp and 2 washrooms to accommodate the handicapped
- Prince Philip (Category A) - 1 washroom to accommodate the handicapped
- Southview (Category A) - 2 washrooms to accommodate the handicapped
- Westdale (Category B) - 1 washroom to accommodate the handicapped; in addition, Westdale has recently provided additional signs for handicapped parking spaces

Currently, Mr. Orlando's department is investigating providing additional ramps and facilities at Woodward, Thornbrae, Seneca and Mountview. There are major alteration projects scheduled for Buchanan Park, G. R. Allan and R. A. Riddell schools. In these latter locations, the renovations will make the schools further accessible to the handicapped.

Mrs. Bishop asked about the progress in bringing some of the buildings up to the standards suggested by the Ministry.

Mr. Orlando replied that since he has been in this position a short time, he is not fully aware of all developments. However, he assured Mrs. Bishop that all appropriate changes are being incorporated as soon as practically possible. Priorities of what is most important are considered, such as ramps and washrooms followed by accessible

Mr. Beveridge agreed that it is best to educate a student within his/her neighbourhood. He pointed out that the Hamilton Board has an excellent hard-of-hearing program with a pre-school class for children 2 years of age. This is the only disability that allows a board to take a student into school at an earlier age. Mr. Beveridge estimated that there would be few students from the Hamilton area that would be attending E. C. Drury school and thought it might be about 4-6.

Mr. Ormerod wondered that there would not be enough deaf or hard-of-hearing students from the Hamilton area (including surrounding Boards) that would allow a total communication program to be established such as E. C. Drury provides. Would the Minisry fund such a program?

Mr. Adams indicated that the Ministry does not provide funding for such programs. If a teacher has special qualifications, a Board can apply for "in lieu of" funding.

Mr. Adams also indicated that he would check the numbers of students in the Hamilton schools who are native to Hamilton and the numbers of students who are attending E. C. Drury School from the Hamilton jurisdiction.

Mrs. Deans suggested to Mr. Ormerod that he write to Richard Johnston who presented the Bill and ask his office to keep him informed.

Special Education in Secondary Schools

Mr. Hutton presented an update report on the current status of special education in secondary schools and outlined future trends.

Statistically:

- composite secondary schools - enrolment is 11,800 (approximately)
  - 229 are deemed exceptional - just under 2%
- vocational secondary schools - enrolment is 1400 (approximately)
  - 486 are deemed exceptional - 36%
- total secondary school enrolment - 13,000+
- total deemed exceptional 712-720 - or 5.6% overall

GLD and SLD students represent the majority of exceptionalities of the above statistics. They do not, however, include the trainable retarded students in secondary schools.

Future Trends

It is projected that in 1988 the numbers of exceptional students will increase by 286, assuming that students who are now 15 years of age transfer to the secondary schools; in 1989, there will be an increase of 177 exceptional students; in 1990, an increase of 178 exceptional students is anticipated. These projected statistics all assume that these students will attend a composite secondary school, attend their neighbourhood school and enter secondary school at age 14.

Mrs. Trott asked why the decrease in the number of exceptional students in 1988-89.

Mr. Hutton replied that this decrease is representative of the intervention model implemented in recent years where a school attempts to meet a student's needs within the regular classroom rather than going through the IPRC process and deeming him/her exceptional.

Mr. Hutton pointed out that each composite secondary school has at least one LRT. The number of LRTs at a school is determined by the enrolment of exceptional students: each school has 1 LRT for up to 25 exceptional students; 25-40 exceptional students provides for 1 1/2 LRTs; over 40 provides for the maximum of 2 LRTs. In vocational secondary schools, each school has 1 LRT; 40-65 exceptional students provides for 1.5 LRTs and 65-90 exceptional student provides for the maximum of 2 LRTs. Both Ainslie Wood and Albion have 2 LRTs.

Mr. Hutton reported that in terms of staff in-service, there has been a heavy emphasis on secondary school in-service in the overall Special Education Department's program of general in-service. At the OSSTF conference in the Fall of 1987, there were 16 workshops on the first day, 11 of which were presented by people from the Hamilton Board. There were also 3 people from Hamilton on the organization committee for that conference.

Mr. Hutton then referred to a recent posting for a Special Assignment Teacher for Areas 4/5 to assess the ways in which programs in Composite and Vocational secondary schools can be modified to address both variety in students' learning styles and the needs of exceptional students and to work with special education consultants and the secondary school LRTs to identify programs where pupil needs can be met and teachers can be supported through a multi-disciplinary approach.

NEW BUSINESS

1988-1989 SEAC Priorities

The suggested list of priorities for the coming school year were accepted as printed with the addition of French Immersion and Exceptional Children, and Program Modification for Exceptional Students. An updated Priority Agenda Items list is attached to these minutes.

The Committee agreed to Mrs. Bishop scheduling these items as appropriate.

Chairman's Annual Report to SEAC

Mrs. Bishop presented and reviewed the 1988 Annual Report highlighting the activities and major topics discussed by the Special Education Advisory Committee this past year.

The next meeting of this committee was set for Wednesday, September 14, 1988. The standard meeting night of the third Wednesday will differ this one month. Attached to these minutes is a tentative list of the regularly scheduled SEAC meetings for the 1988-1989 year.

The meeting then adjourned,

READ AND CONFIRMED,

....

Chairman

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SPECIAL EDUCATION ADVISORY COMMITTEE

TENTATIVE

SCHEDULE OF MEETINGS FOR 1988-1989

The following is a list of meeting dates for the Special Education Advisory Committee for the school year 1988-1989.

Wednesday, **September 14,** 1988

Wednesday, **October 19,** 1988

Wednesday, **November 16,** 1988

Monday, **December 12,** 1988

Wednesday, **January 20,** 1989

Wednesday, **February 17,** 1989

Wednesday, **March 16,** 1989

Wednesday, **April 20,** 1989

Wednesday, **May 18,** 1989

Wednesday, **June 15,** 1989

Please note that all meetings start at 7:00 p.m. and will take place in Rooms 131, 131A and 131B.

SPECIAL EDUCATION ADVISORY COMMITTEE

PRIORITY AGENDA ITEMS
(alphabetically)

1. Behavioural Exceptionalities
2. Budget process - implications
3. EASL/D re exceptional students
4. Educational Assistants assigned to Special Education Programs
5. Exceptional Pupils (preparation/entry/leaving)
6. Operation Employability
7. Orthopaedically Handicapped - student/schools
8. Update on Re-organization - implications
9. Vocational Schools
10. French Immersion and Exceptional Pupils
11. Program Modification for Exceptional Students

Revised 1988 06 15

The Ministry of Education checklist (see Appendix 1), will be used to compile information about Category A, B, and C schools.

(e) That in the provision of new buildings, additions and renovations, the Board will strive to meet the Ministry of Education's suggested requirements for disabled students as listed in Appendix 1.

(f) That the school fire procedures for disabled persons be amended so that local conditions and particular disabilities and needs can be properly addressed:

- Each school with disabled persons will develop its own school evacuation plan in consultation with the Fire Department's School Liaison Officer.
- The disabled person's therapist, appointed through Home Care, be involved in the planning.
- Each year, a list of schools that will be housing disabled persons in September be sent to the Fire Department School Liaison Officer in June so that fire plans can be checked and revised.
- The Board take legal advice on the question of able-bodied students or staff helping disabled persons in a fire alarm situation, and that parents be informed if their children have been asked to assist disabled persons during an emergency. Note
- The parents of disabled students be informed of the evacuation procedures in the school their child is attending.
- The Board purchase a suitable evacuation device where circumstances deem it necessary for fire evacuation plans in any school on the recommendations for the Schools' Fire Prevention Officer and the student's Home Care Worker.

(g) That there be an annual collection of statistics of disabled persons within the system to be presented for information to SEAC and the implementation of a tracking mechanism.

(h) That this report be shared with the teachers' federations and other staff associations, indicating that staff should pursue accessibility difficulties with the Affirmative Action Coordinator.

2. That the meeting date of the Special Education Advisory Committee be changed to the third Wednesday of each month, commencing January, 1988.

17. That the following report of the Supervised Alternative Learning for Excused Pupils Committee be approved:

(a) That the Statistical Report for 1986-1987 be approved as presented to the members.

SPECIAL EDUCATION DEPARTMENT

REPORT FOR THE

SPECIAL EDUCATION ADVISORY COMMITTEE

1988-06-15

STUDENTS DEEMED EXCEPTIONAL IN THE REGULAR PROGRAM AS OF JUNE 02, 1988
(Elementary, Secondary Composite and Vocational)

CODE:

CH - Hearing Impaired
PV - Visually Impaired
PO - Orthopaedically Impaired

SCHOOL	CH	PV	PO
Elementary			
A. M. Cunningham		01	
Buchanan Park			01
C. B. Stirling	01		
Dalewood			01
Gibson		01	
Holbrook			01
Linden Park			01
Mountview			01
Prince Philip			01
Queensdale	02		
R. A. Riddell			01
Richard Beasley			01
Secondary Composite			
Barton			01
Glendale		01	
Scott Park	01		
Sir Allan MacNab			01
Sir John A. MacDonald	01		02
Westmount		01	
Vocational			
Ainslie Wood	03	01	
Albion		01	
Caledon			01
TOTALS	08	06	13

STUDENTS DEEMED EXCEPTIONAL IN A SELF-CONTAINED CLASS AS OF JUNE 02, 1988

(Elementary and Secondary Composite)

CODE:

CH - Hearing Impaired
PV - Visually Impaired
PO - Orthopaedically Impaired

SCHOOL	CH	PV	PO
Elementary			
Hampton Heights	05		
Holbrook			10
Lisgar			05
Queensdale	18		
Secondary Composite			
Sherwood			05
TOTALS	23		20

100 Main Street West
Hamilton, Ontario
1988 06 15

To the Chairman and Members
Special Education Advisory Committee
Hamilton Board of Education

Ladies and Gentlemen:

Re: UPCOMING CONFERENCES

A list of upcoming conferences that may be of interest to members of the Special Education Advisory Committee has been developed and is attached for your information.

Peter S. Beveridge
Superintendent of Curriculum
and Special & Educational Services
(Designate)

rm

CONFERENCE	SPONSOR	DATES LOCATION REGISTRATION	COMMENTS
Blissymbolics Elementary Training Workshops	Blissymbolics Communication International	July 6-8 August 22-24 Don Mills $60	Focus on the system of Blissymbolics and the system's use as a communication medium. Topics: system capabilities and its application within individuals' augmentative communication systems; special symbols, interaction, assessment, teaching, family and community involvement
Alcohol and Drug Concerns	Alcohol and Drug Concerns Inc.	July 10-15 McMaster $280	Purpose: .up-to-date information about alcohol and other drug abuse problems; workshops to present effective and practical methods of prevention/intervention and assistance; allow participants to interact with a knowledgeable and experienced faculty; promote sharing of information and experience in the field by participants for mutual benefits and enrichment.

DEAF EDUCATION

Deaf education review ordered in surprise Ontario vote

"Deaf people want to be heard", said Richard Johnston, New Democratic Party Member of Provincial Parliament as he presented his Private Members Bill ordering the Ministry of Education to review the education of schooling of the deaf. To the surprise of deaf advocates, Mr Johnston and the entire Legislature, the bill was passed. Passing a bill presented by an Opposition members is a rare event in any Canadian legislative body.

The bill orders the Ministry to examine education programs, teaching methods and hiring policies. The report is to be presented to the Legislature by November 1, 1988.

Mr Johnston presented the complaints of deaf advocates including the following:

- children are uprooted from home communities to attend the province' three schools for the deaf, a special hardship for northern students;
- no administrator of the schools for the deaf are hearing impaired and only eight of the 170 teachers: none of the 500 specialist teachers of the deaf in the public schools are hearing impaired;
- teaching is done in Exact Signing Language rather that American Sign Language, the sign-language used by the deaf throughout North America;
- no French language instruction is available for the deaf in Ontario, forcing some students to study in Quebec;
- no post-secondary education is available for the deaf and the province does not pay for sign language interpreters.

Richard Johnston's bill was passed with the support of the Liberal majority, despite the objections of Yvone O'Neill, Parliamentary Assistant to the Minister of Education.

Changes urged for teaching of deaf

MAJOR CHANGES are needed in the education of the deaf says an active lobbyist for the hearing-impaired and graduate of Milton's school for the deaf.

"The problem has been that they don't teach us how to function in the hearing world," says Hamilton native Gary Malkowski who is assisting the provincial government in a sweeping review of education for the deaf.

The examination of all educational programs, teaching methods and hiring policies will include a review of Ontario's three deaf schools, including Milton's E.C. Drury, as well as programs for hearing-impaired students in public schools.

The review, to be completed by November, was approved earlier this month after lobbying by deaf community leaders including Mr. Malkowski, chairman of an education task force for the Ontario Association for the Deaf.

CA4 ONHBL W26
M37

MINUTES OF THE SPECIAL EDUCATION ADVISORY COMMITTEE

1988 09 14

Present: Judith Bishop (Chairman);
Trustees Baskin, Desmarais and Deans
Mesdames Dalziel, Knol, Masters, Oommen and Trott
Dr. Jacobs

Not Present: Trustee Van Horne, Dr. Brennan, Messrs. Foster and Ormerod

Officials Present: Mr. P. Beveridge (Superintendent of Curriculum, Special & Educational Services)
Mr. J. Yurkiw (Assistant Superintendent, Special Services)
Mr. B. Adams (Co-ordinator of Special Education)
Mr. F. Neumann (Administrative Assistant to the Superintendent of Curriculum, Special & Educational Services)
Mr. A. Mutart (HTF)
Mr. A. Kunc (HPA)
Mr. G. Perrault (Headmasters)
Miss S. Wilson (Supervisor, Transportation)
Mr. N. Nunes (Consultant, Special Education - English as a Second Language)

Mrs. Bishop called the meeting to order and asked for confirmation of the minutes of the last meeting.

Moved by Ms. Knol:
That the minutes of the last meeting of this committee be approved as presented to the members.

CARRIED.

Mr. Beveridge introduced Mr. Joe Yurkiw, Assistant Superintendent of Special Services, and outlined his many years of service in education and his extensive involvement in the community.

GENERAL

BUSINESS ARISING OUT OF THE MINUTES

Membership Organization Update:

Hamilton & District Parents of Physically Handicapped Children
Mrs. Masters reported that this organization is holding their provincial conference next week. She also circulated a picture of an "all terrain" vehicle and suggested that the Board consider purchasing one for the Outdoor Education Centre. Mrs. Masters pointed out that transportation to school is somewhat better this year and recognized the problems in existence were carrier related. She said that Sue Wilson, the Board's Transportation Supervisor, was doing a good job.

Miss Dalziel supported Mrs. Masters in stating that there are transportation problems relative to breakdowns and late arrivals and agreed that these are company-related difficulties.

Down's Syndrome Association of Hamilton
Mrs. Oommen reported that their next meeting is the last Tuesday in September at Chedoke Hospital. Mrs. Oommen pointed out that the province is introducing education legislation on October 17 and asked if this would relate to special education.

Mr. Beveridge replied that this may be, although unlikely, discussions relative to reactions to Regulation 262 as this has not occurred as yet at the legislature level.

Mr. Adams said that more information may be obtained at a Council for Exceptional Children's Governmental Relations meeting next week.

Mrs. Oommen then distributed Partnership Updates and Operation Employability information. Mrs. Oommen, as the SEAC representative on the Steering Committee of Operation Employability, said that at their October 4 meeting they will be discussing the results of a Social Planning and Research Council report and the continuation of Operation Employability.

Mrs. Oommen asked when this committee should submit their request to the Board to consider budgeting for the position of Job Coach to allow Operation Employability to continue.

Mr. Beveridge said that discussions for 1989 budget requests at the Board level will occur January/February. He suggested recommendations should go to the Board by November.

After some discussion relative to the ongoing financing of Operation Employability and after Dr. Jacobs raised concerns about the viability of this type of program vs what could or should be done as part of the educational process within the school, it was agreed that this item would be placed on the October agenda. By that time, the Social Planning &Research Council report would be public information and would be helpful to SEAC in structuring its recommendation(s).

Association for Children and Adults with Learning Disabilities

Mrs. Trott reported that their Resource Room has been moved to Fairview School on Lower Horning Road. While they are happy with the new location, they cannot use the room after 4 o'clock and this is hindering some of their programs. In response to a question whether the Library's Resource Centre would be an alternative location that would allow more flexible hours, Mrs. Trott indicated that this has been investigated but the Association cannot afford to rent the facilities. The room from the Board is at a $14 per week fee plus the use of the Board's inter office mail delivery.

At Mrs. Baskin's suggestion that there should be a solution to this problem, Mr. Beveridge said that he would discuss the situation with Mr. Kelterborn.

Ms. Knol pointed out that the Association's Resource Room has been used in the past by students/parents from all three area Boards. Mrs. Trott said that the facility is staffed by volunteers and that many people access the information that is there on any disability without charge.

Mrs. Trott raised a concern that Dalewood School is the only school with a half-time LRT, while all other middle schools have a full-time LRT.

Mr. Adams responded that there is a withdrawal room at Dalewood plus the half-time LRT. He indicated he would check whether all other middle schools had a full-time LRT.

Also, Mrs. Trott pointed out that Dalewood has 3 classes for the gifted but no class for SLD and indicated she has been approached by a number of concerned parents as to why.

Mrs. Bishop said that there is not a SLD class in every school and that it happens there are very few SLD programs in the west end of the city.

Mr. Adams said that at the middle school level there is an attempt to keep a student in his/her regular class and then the student could be withdrawn to a program where special needs can be met (e.g. Resource Withdrawal room).

While Mrs. Trott emphasized that several parents in that area had contacted her, Mrs. Baskin replied that, as a trustee in that area, she has not had any calls from parents in this regard; rather she has received a letter indicating extreme happiness with the withdrawal program and how better adjusted the student was with the situation there.

Mrs. Trott also said that ACLD, as a group, is very concerned with irrational statements that are being made by people who are not members of the Association. Mrs. Trott emphasized that they never tell a parent that a child has been diagnosed as learning disabled.

In response to Dr. Jacobs' comment, Mrs. Bishop indicated that the Ministry regulations require all new school buildings to incorporate facilities for day care. However, it is not intended that the Board operate the Day Care.

Mr. Beveridge said that the Board will be developing a day care policy sometime this fall.

Dr. Jacobs emphasized his feeling that the Board should be encouraged to look at the quality of these programs and establish day care centres that could be used as models throughout the country.

Mr. Beveridge reminded the Committee that it served a valuable purpose in an advisory capacity. Reports such as our Child Care Policy would not be submitted to SEAC for approval. The Board would welcome, however, input in the form of a brief during the development of a report to the elected officials.

After discussion, it was agreed that this committee sees this as an opportunity for in put into developing a day care centre that would take into account specific concerns. Therefore, the following motion resulted:

Moved by Mrs. Deans: That a sub-committee be set up to list some concerns for input into the policy of the Board. Carried.

Home and School

Mrs. Bishop distributed a fact sheet developed for the Home & School Council regarding students who are provided with special education. She pointed out that it shows most children who are being served are average, a trend that has developed since 1982.

Mrs. Deans referred to an article in the Spectator where a secondary school principal states that there is a lack of programs to meet the needs of students at the secondary level. Mrs. Deans asked if there was a reaction from OSSTF to this article.

Mr. Perrault stated he was not familiar with the contents of the article. However, he does feel there is much to be done in the area of exceptional pupils coming into the secondary schools.

Mr. Beveridge said that for years, traditional special education has been at the elementary level. Within the last 10 years, particularly since 1985, there have been more and more students going into composite secondary schools. A special assignment teacher has been assigned to look at this specific problem in Area 2. He sees the next three years as critical as more designated students move into the secondary school. He agreed that in-service is vital. He pointed out, however, that not everybody is going to know everything about every disability.

Board Update

Mrs. Bishop reported that she presented the Annual Report to the Board and it was favourably received. A motion was made to thank the Special Education Advisory Committee for their work over the year.

At the Operations Management Committee, a report was received from the Superintendent of Plant indicating that 30% of the renovations are complete.

Mr. Neumann indicated that he is keeping a running update of schools' classifications as renovations are completed and categories change.

Mrs. Bishop suggested that SEAC should invite the Director Rielly to a meeting in the future.

Transportation Report

Miss Wilson, Transportation Supervisor, was welcomed to the meeting to share the Annual Report. Some of the areas that Miss Wilson highlighted were:

.Behaviourally exceptionality students have been removed from the taxis to a mini bus and this seems to have worked well.

.Miss Wilson visited as many schools as she could last year and observed that the monitor was present when the taxi arrived. The school visits also made for better communication with the Transportation office.

.Miss Wilson found it helpful when she actually met the children who were being transported.

.It has become apparent that there are greater social problems and that agencies such as CAS are involved.

.Miss Wilson emphasized her desire to have people call her as soon as a problem arises.

.Office hours this year are from 8 to 5, with an answering machine operating outside these hours.

In response to questions, Miss Wilson indicated that she met with the carriers over the summer. While the handout developed by this committee for the drivers was distributed to them, she has not had any feedback as to their reaction to it.

Relative to the Regulations Pertaining to Drivers and Vehicles, Miss Wilson said that these are re-issued each year to the carriers. As well, a copy has been given to the parents so they know what the Board expects from the carrier.

In response to Mrs. Trott's question, Miss Wilson gave the following statistics:
As of June, 1988, there were 256 SLD students being transported
135 GLD " " "
166 trainable retarded "
22 orthopaedically handicapped "

Miss Wilson also reported that there is a meeting with the carriers tomorrow involving transportation representatives from the three area boards to see what can be done to resolve the shortage problem, both of vehicles and drivers.

In response to Miss Dalziel's question, Miss Wilson said that she consults with carriers on an individual basis rather than meeting all carriers together. She indicated that there is a written record of every call received and this practice has proven very worthwhile.

Some concern was expressed about drivers who are not trained or willing or who are unable to lift a child. While this may not present a problem in routine transportation, Miss Dalziel felt there could be potential problems in emergency situations.

Board Report

Mrs. Bishop reported that she presented the Annual Report to the Board and it was favorably received. A motion was made to thank the Special Education Advisory Committee for their work over the year.

At the Operations Management Committee, a report was received from the Superintendent of Plant indicating that 90% of the removal was complete.

Mr. Sheppard indicated that he is keeping a running update of schools' classifications as renovations are completed and categories change.

Mrs. Bishop suggested that SEAC should invite the Director Kielly to a meeting in the future.

Transportation Report

Miss Wilson, Transportation Supervisor, was welcomed to the meeting to share the annual Report. Some of the points that Miss Wilson highlighted were:
Behaviourally severe multiply students have been removed from the taxis to a mini bus and this seems to have worked well.
Miss Wilson visited as many schools as she could last year and indicated that the weather was probably the best problem. The school visits give them the better communication with the Transportation Office.
Miss Wilson found it helpful when she actually met the children who were being transported.
It has become apparent that there are greater problems and more accidents when the ... are involved.
Miss Wilson emphasized her desire to have people call her as soon as a problem arises.
Office hours this year are from 8 to 5, with an answering machine available outside these hours.

In response to questions, Miss Wilson indicated that she met with the carriers over the summer. While the handout developed by this committee for the drivers was distributed to them, she has not had any feedback as to their reaction to it.

Referring to the Regulations Pertaining to Drivers and Vehicles, Miss Wilson said that these are reviewed each year in the contracts. As well, a copy has been given to the parents so they know what the Board expects from the carrier.

In response to Mrs. Lefebvre's question, Miss Wilson gave the following statistics:
As of June, 1989, there were 230-240 students being transported
230 taxi "
180 regularly scheduled "
25 ortho/medically handicapped "

Miss Wilson also reported that there is a meeting with the carriers (monthly, including transportation personnel) from the three area boards, to see what can be done to resolve the shortage problem, both of vehicles and drivers.

In response to Miss Lefebvre's question, Miss Wilson said that the carrier with complaints on an individual basis whether the meeting will reflect the concerns. She indicated that there is a written record of every call received and this practice has worked very successfully.

Some concern was expressed about drivers who are not receiving or ... the ... while this may not present a problem in routine transportation, Miss Lefebvre felt there could be potential problems in emergency situations.

In response to a question, Miss Wilson said that every attempt is made not to have a child in transit for more than an hour. However, this is not always possible particularly with wheelchairs and the time for loading and unloading.

Mr. Beveridge indicated that in-service for the schools' transportation monitors will be conducted in the future.

Miss Wilson assured the committee that children who need to be met are being met at the schools.

Mrs. Deans expressed her opinion that Miss Wilson's job as Transportation Supervisor is indeed a difficult one and indicated her appreciation of what she is doing.

Miss Dalziel surfaced the concern of safety and the seat belts being used as there is sufficient documentation from the Ministry of Transportation about the hazards of lap belts.

Mr. Adams pointed out Miss Wilson's sensitivity to the needs of the individual students and how she knows each one by name.

Priority Item - EASL/D Program

Mrs. Bishop introduced Mr. Neville Nunes, the Special Education Consultant with a responsibility for the English as a Second Language Program.

Mr. Nunes started his presentation by complimenting the Hamilton Board for their planning and foresight years ago which has enabled the accommodation of the large numbers of ESL/D students.

Mr. Nunes said that the objectives of this program are:

1. To help students gain an understanding of the education system and to feel comfortable in the system.
2. To gain an understanding of the many cultures while maintaining pride in their own culture.
3. To acquire a competency in the English language.

Mr. Nunes distributed a package of information that contained the schematic model for EASL/D service, comparative charts illustrating the growth in the program, a map showing the areas of the world our students are coming from and a map of the city showing the location of classes. Mr. Nunes said that placement of EASL/D students into appropriate classes is sometimes difficult to determine but is done carefully so as to ensure the best initial program. Generally, at the elementary level, the student attends an ESL/D class for one-half day and then his/her regular class the other half day. At the secondary school level, the time spent in these classes varies because of the timetabling of classes.

Mr. Nunes pointed out that the EASL/D program has proven to be a positive aspect of the DART process.

Mrs. Deans, noting the increase in the number of students being served as well as the projected increase, asked whether any teacher or administrative organization had approached the provincial or federal government to provide funding to help absorb the rising costs of providing this program.

Mr. Nunes replied that articles have been published with the intention of drawing the attention of both levels of government to the need to do more to provide the appropriate resources. Mr. Nunes pointed out that there was some failure to meet the needs of all immigrant students last year.

In response to Mrs. Deans' question, Mr. Nunes stated that placement of EASL/D students into vocational school programs has decreased in recent years.

THE HAMILTON BOARD OF EDUCATION'S SPECIAL EDUCATION SERVICES

STUDENTS PROVIDED WITH ASSISTANCE

Compiled for the Hamilton Council of Home and School Associations by Judith Bishop, Hamilton Council Representative on the Special Education Advisory Committee, June 10, 1988.

Numbers being Served:

A total of 3,485 students were being served on January 30 1987; (1) 2,401 were students deemed exceptional, two thirds of whom were in special classes. 1,084 were receiving remedial assistance from Learning Resource Teachers, 969 at the Elementary and 115 at the Secondary level. These latter figures are not stable--students move in and out of the program according to their needs. In addition 400-500 students were receiving speech and language assistance.

Description of the Exceptional Students:

	%	total
Opportunity (GLD)	37.9	911
Specific Learning Disabilities	29.6	711
Mentally Retarded	10.2	246
Gifted	11.5	277
Behaviour Education	3.0	71
Speech and Language	2.8	66
Physically handicapped (Orthopaedic)	2.1	50
Hearing Impaired	1.8	44
Multi Handicapped (Assessment)	.6	14
Autistic	.3	6
Visual Impairment	.2	5
	100	2,401

Growth of Services.

Special education classes began in the 1920s. In 1969 the Board obtained schools from the local Association for the Mentally Retarded. All are now closed, except for Vincent Massey, and the students placed in satellite classes in regular schools. Since Bill 82 the growth in services has been largely to less handicapped students. Each school now has a Learning Resource Teacher (introduced first in 1982) and a Diagnostic and Remedial team (DART). These school teams conducted 3028 reviews between September 1987 and January 31 1988 (from Response to Questionnaire March 15 1988).

If the average student is defined as one without a visible handicap, and with an I.Q. around 100, then 77.6% of those being served could meet this definition (31% non- exceptional, 26.2 % opportunity, and 20.4% Specific Learning Disabilities).

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1. This is the latest date when complete public figures are available, taken from the Fourth Annual Review of Special Education, 1986-1987.It does not include students paid for by the Ministry of Education (Section 16 classes) or those receiving assistance from a Gifted or French Learning Resource teacher.

100 Main Street West
Hamilton, Ontario L8N 3L1
1988 09 14

To the Chairman and Members
Special Education Advisory Committee
Hamilton Board of Education

Ladies and Gentlemen:

RE: TRANSPORTATION DEPARTMENT ANNUAL REPORT

BACKGROUND

At the October 15, 1987, Board meeting, it was approved that:

> *"the Supervisor of Transportation prepare an annual report and that this be shared for information with the Special Education Advisory Committee."*

OBSERVATIONS AND FUTURE DIRECTIONS

- Major changes were made to the bus routes servicing Thornbrae, Vern Ames, Lawfield, Pauline Johnson and Cardinal Heights. Due to the major growth in these areas, an additional two buses were assigned. Rather than schools sharing buses, some were provided with their own routes.

- Due to the number of kindergarten children at Thornbrae, a school bus was assigned for the noon hour trip, replacing the taxis normally used for this trip. The change still provided door-to-door service.

- Behavioural exceptionality students were transported by van/mini bus rather than taxi. This means of transport provides the student with his/her own seat and lessens the opportunity for verbal/physical fights. (In a taxi, there would be three in the back seat.)

- School visits were conducted during the school year to monitor taxi/bus/van arrivals. Infractions were noted and follow up discussions conducted with the carrier.

  The visits permitted an opportunity to talk to the principal/teacher/student. Meeting the student provided greater insight to his/her needs.

  Unfortunately, due to office commitments, not all schools were visited. Hopefully, when we have the additional clerk, there will be more visits to see and hear concerns first hand so that problems that arise can be suitably addressed.

- For the most part, the carriers did a good job and the regulations were followed. The vehicles were met as required and no child was left unattended.

- There was a great increase in the transporting of children in the E.A.S.L. program. In 1985, there were 4; in June, 1988, there were 69.

- There were more social problems this year, requiring a great deal of time and follow up discussions with the school, carrier, agencies and parents. As a result we have established safety precautions with the carrier, i.e. student address change, notes from parents, instructions from the student. The carrier will not follow instructions from anyone but the Transportation Office. If a student poses a risk of any sort, his/her sheet is marked with a caution and the carrier is so informed.

- Communication with the schools, the carriers and this office has certainly been improved over the past year.

- There was a meeting this summer with the carriers to discuss the problems from the previous year and our expectations for the coming year.

- Last year, when a carrier did not provide the required service, the trip was removed.

CHANGES IN THE OFFICE

- The office hours are **8:00 a.m to 5:00 p.m.** After 5:00 p.m. and over the weekend, the answering machine at the Board will be on to receive messages.

- We are now connected with the main frame and have access to the student information screen. In time, we hope to have our own screen for transportation. The information sheet we ask parents to complete is still only acknowledged by about 75% of the parents. This is when access to the main frame is very beneficial. Now, when an emergency occurs, we do not have to call the school for information.

FUTURE PROJECTS

- DECREASE PREVENTABLE ACCIDENTS BY
  - .safety training for bus students and bus supervisors
  - .developing strategies for better behaviour in the vehicles

- COMMUNICATION WITH THE PARENTS, OTHER THAN AUGUST EACH YEAR
  - .by means of the school newsletter
  - .solicit concerns before the concerns become problems
  - .speak at home and school meetings where busing is used

SUMMARY

See Appendix A for a statistical summary.

The staff of the Transportation Department look forward to the school year 1988-89 and hope to continue to meet the needs of the special children within this system.

RECOMMENDATION

THAT THE TRANSPORTATION ANNUAL REPORT BE RECEIVED FOR INFORMATION.

Prepared by: Susan Wilson, Transportation Supervisor

Submitted by: John Penner, Superintendent of Finance/Treasurer

Approved by: K. A. Rielly, Director of Education and Secretary

APPENDIX A

TRANSPORTATION ANNUAL REPORT

GENERAL STATISTICS

I TAXI/VAN

	1987	1988
September	1,156	N/A
June	1,090	1,284

BUS

	1987	1988
September	1,917	N/A
June	N/A	2,034

TICKETS

1987-88	2,060 students

II VEHICLE ACCIDENTS (1987-1988)

There were twenty-four vehicle accidents during the school year. No injury was sustained in twenty of the accidents. The other four reported minor injuries of a bump on the head or a stiff neck. All accidents involved follow up procedures.

III VEHICLE INCIDENTS

There were fourteen incidents occurring during the school year. The following is the breakdown:

children fighting	5
suspected abuse	2
negligence of the carrier/equipment	4
accidental	2

The injuries ranged from a nose bleed to a broken leg.

ENGLISH

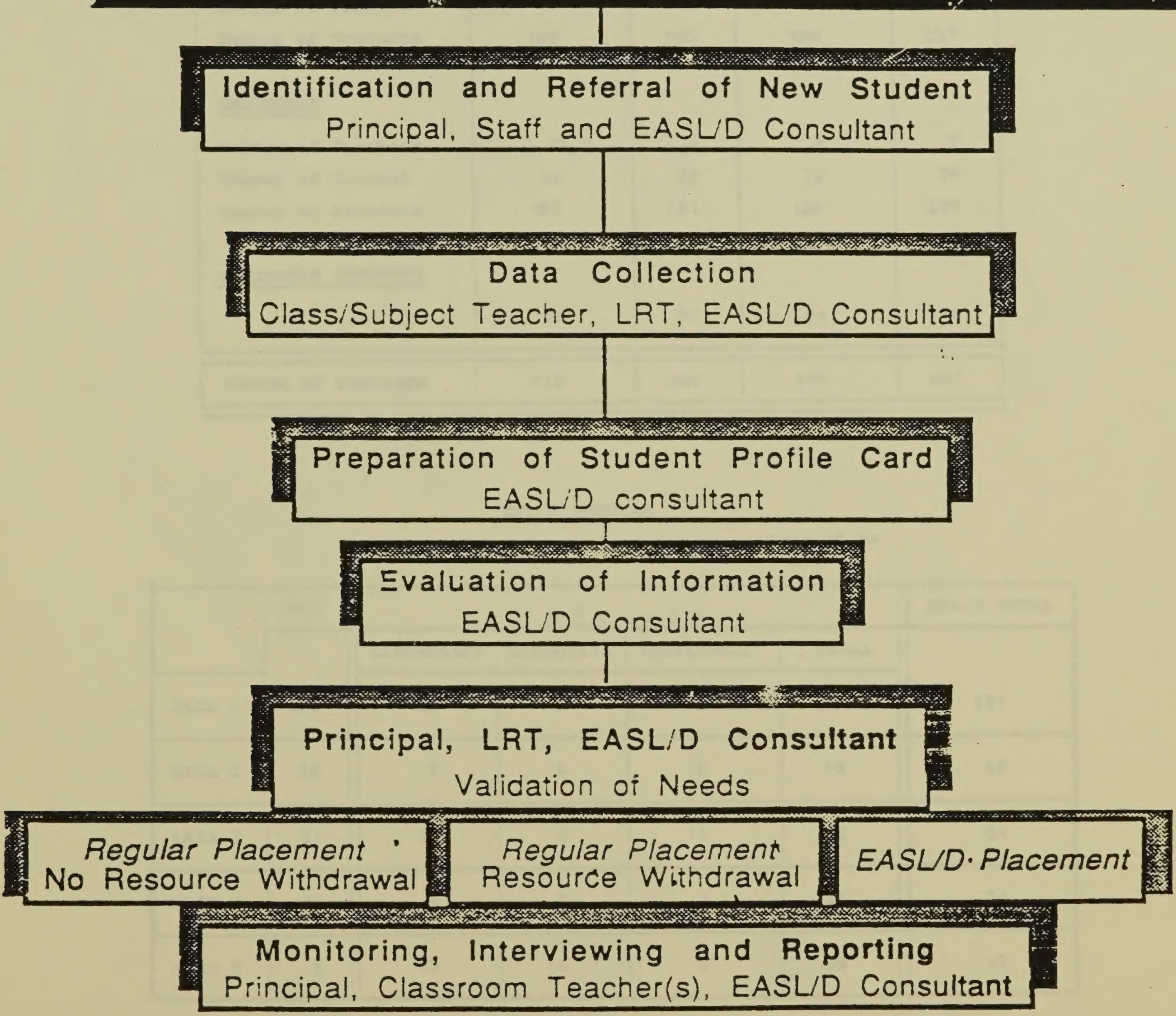
AS A

SECOND LANGUAGE

THE BOARD OF EDUCATION FOR THE CITY OF HAMILTON

SCHEMATIC MODEL FOR EASL/D SERVICE

AT-A-GLANCE PROCEDURE CHART



Identification and Referral of New Student
Principal, Staff and EASL/D Consultant

Data Collection
Class/Subject Teacher, LRT, EASL/D Consultant

Preparation of Student Profile Card
EASL/D consultant

Evaluation of Information
EASL/D Consultant

Principal, LRT, EASL/D Consultant
Validation of Needs

Regular Placement
No Resource Withdrawal

Regular Placement
Resource Withdrawal

EASL/D Placement

Monitoring, Interviewing and Reporting
Principal, Classroom Teacher(s), EASL/D Consultant

TIMELINES

IDENTIFICATION AND REFERRAL OF NEW STUDENT TO DATA COLLECTION ...THREE WEEKS
. DATA COLLECTION TO REGULAR PLACEMENT ... SIX WEEKS
. MONITORING, INTERVIEWING AND REPORTING ... ON-GOING

"Everybody smiles in the same language"

ENGLISH AS A SECOND LANGUAGE/DIALECT

COMPARATIVE CHART

	September 1986	June 1987	September 1987	June 1988
ELEMENTARY				
Number of Teachers	3½	6½	6½	7½
Number of Classes	7	13	13	15
Number of Students	105	193	199	237
SECONDARY				
Number of Teachers	2½	4	6	7
Number of Classes	18	24	36	36
Number of Students	105	161	186	225
CARIBBEAN STUDENTS	25	77	94	145
NUMBER OF STUDENTS	235	425	479	607

ESL/D PROGRAM

June 27/88

	ESL	DIALECT				ESL/D TOTAL
		Elementary	Composite	Vocational	Total	
AREA 1	155	25	3	3	36	191
AREA 2	39	9	5	5	19	58
AREA 3	21	22	6	11	33	54
AREA 4	13	9	3	4	21	34
AREA 5	9	13	18	5	36	45

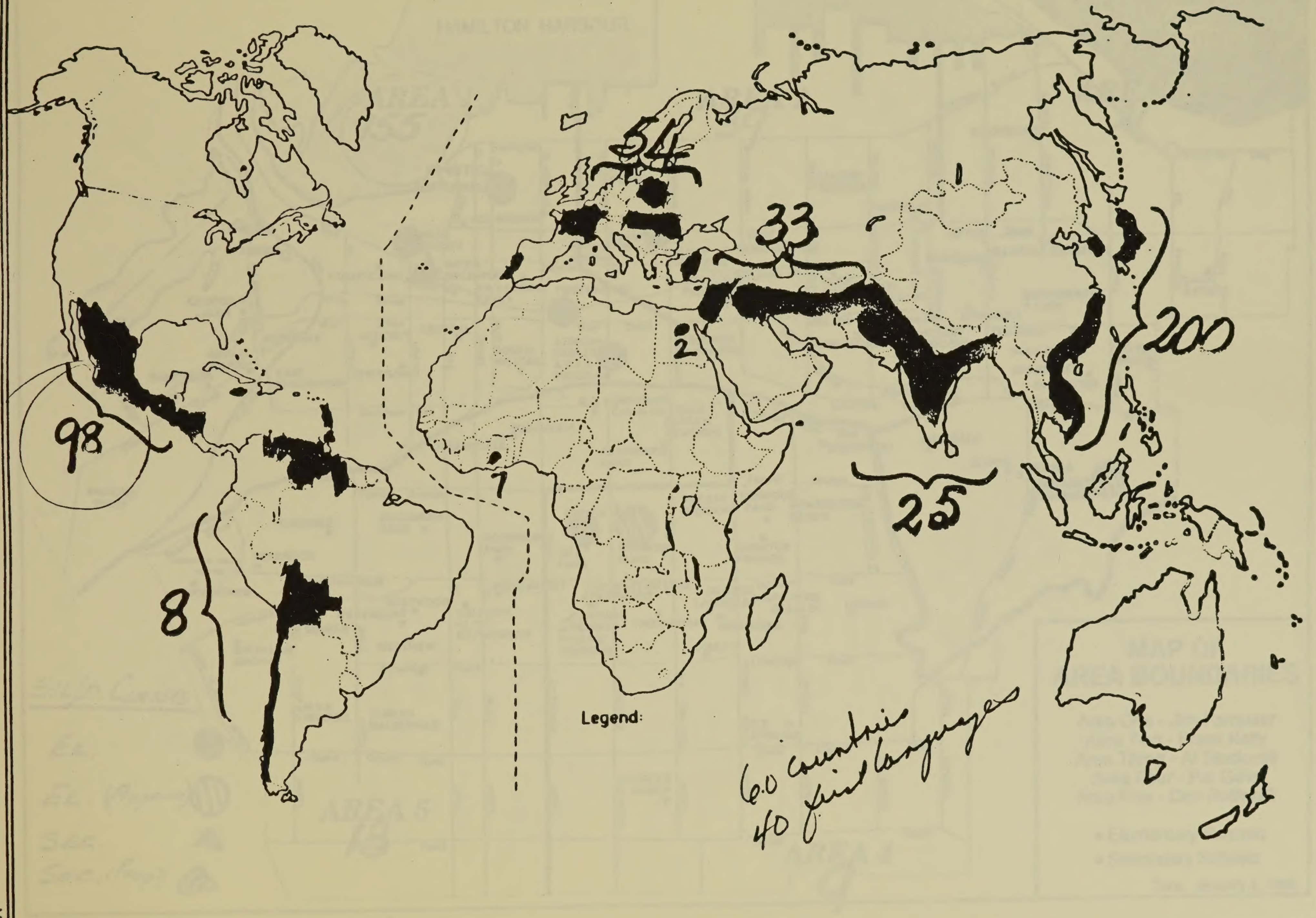
TOTAL ELEMENTARY	237
TOTAL DIALECT	145
TOTAL SIR JOHN A.	225
	607
DEMITTED	64
	671

THE RLD

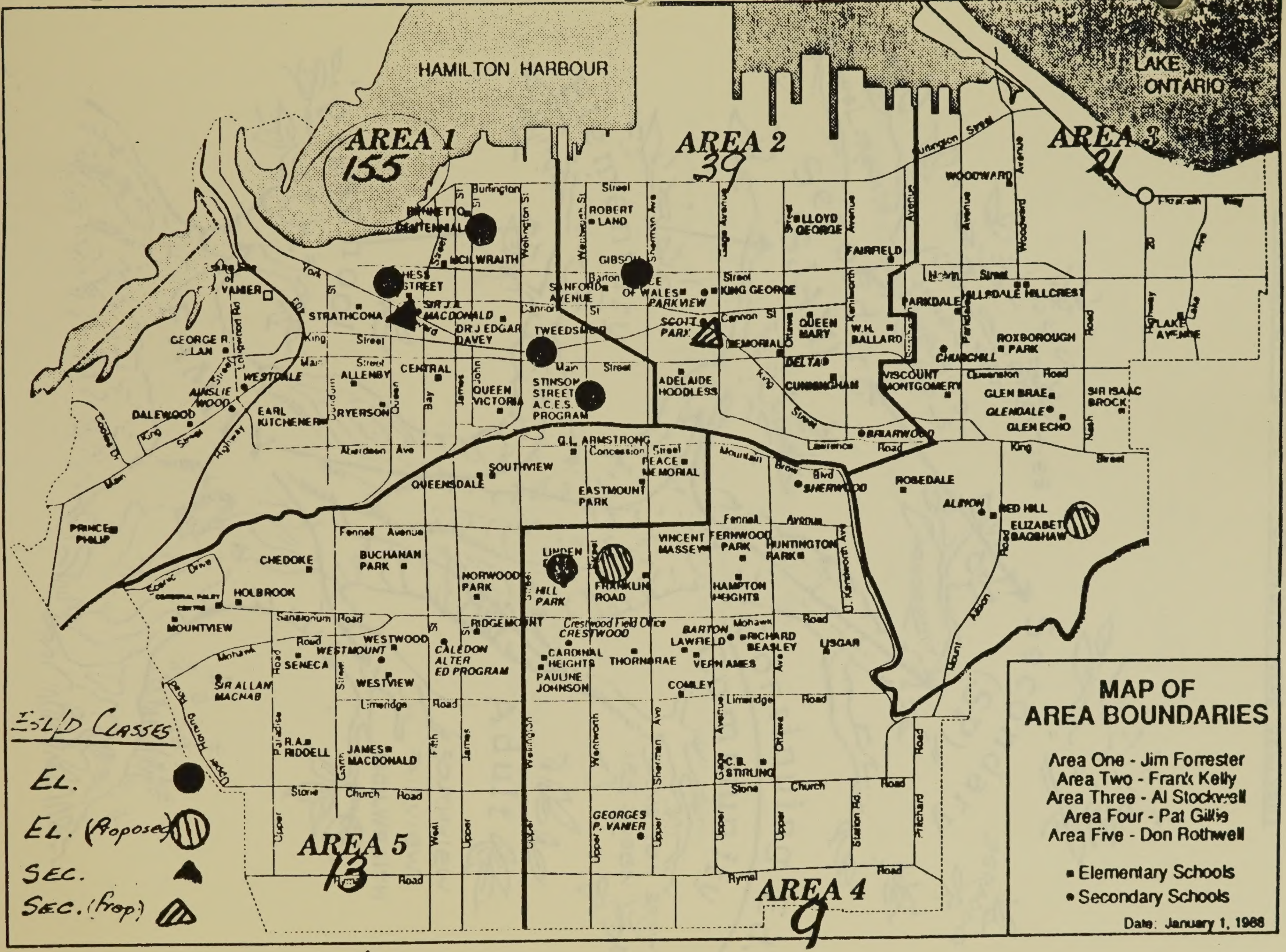
Scale: 1:100,000,00

Name/Class ______________________

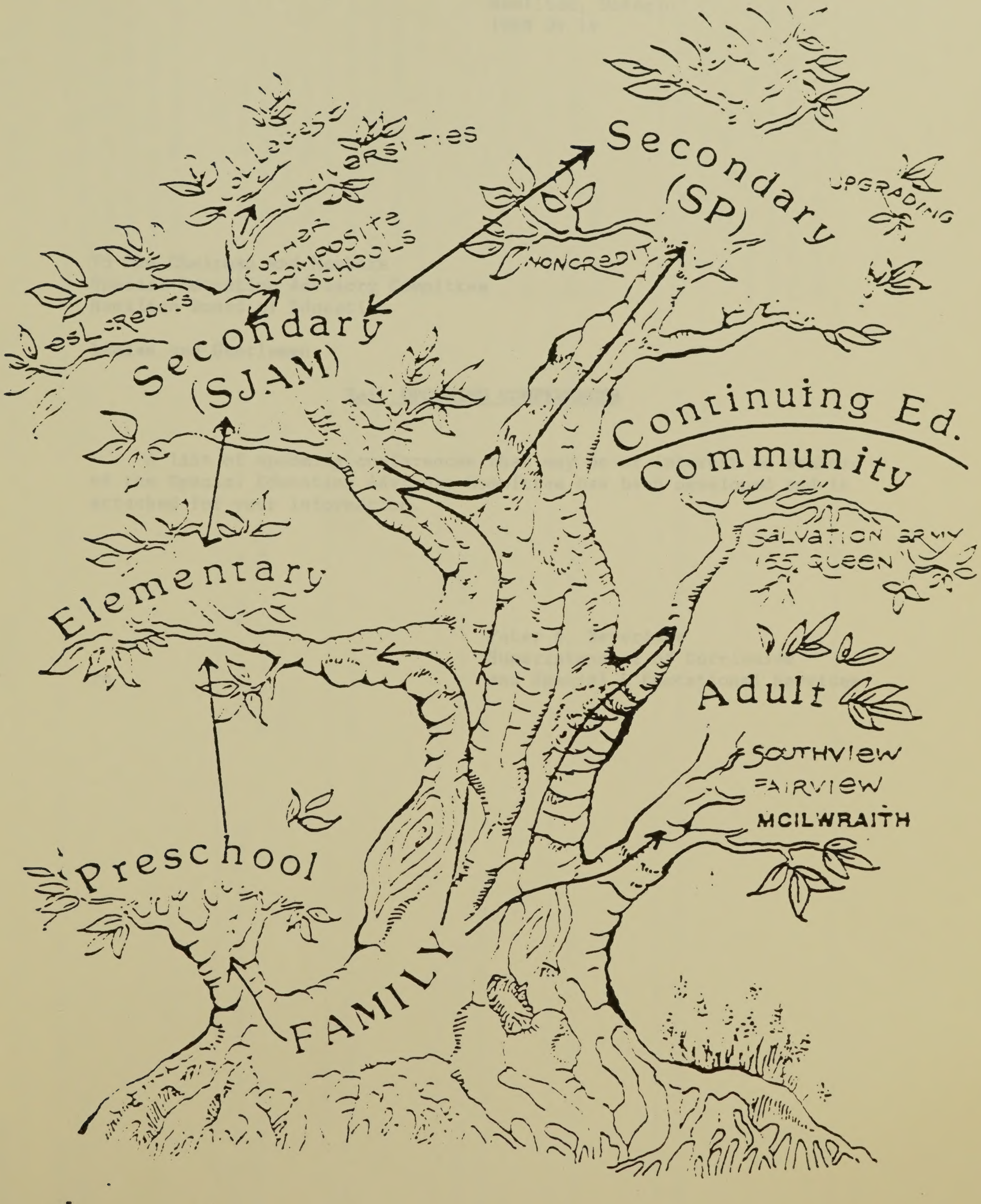
Title ______________________


54
33
1
2
98
8
7
200
25
Legend:

6.0 countries
40 first languages

MAP OF AREA BOUNDARIES
Area One - Jim Forrester
Area Two - Frank Kelly
Area Three - Al Stockwell
Area Four - Pat Gillis
Area Five - Don Rothwell
■ Elementary Schools
● Secondary Schools
Date: January 1, 1988
ESL/D CLASSES
EL. ●
EL. (Proposed)
SEC.
SEC. (Prop)
HAMILTON HARBOUR
LAKE ONTARIO
AREA 1
155
AREA 2
39
AREA 3
21
AREA 4
9
AREA 5
13
BENNETTO
CENTENNIAL
MCILWRAITH
HESS STREET
SIR J.A. MACDONALD
STRATHCONA
DR J EDGAR DAVEY
TWEEDSMUIR
ROBERT LAND
GIBSON
PRINCE OF WALES
SANFORD AVENUE
KING GEORGE
PARKVIEW
SCOTT PARK
MEMORIAL
QUEEN MARY
W.H. BALLARD
LLOYD GEORGE
FAIRFIELD
DELTA
CUNNINGHAM
WOODWARD
PARKDALE
HILLSDALE
HILLCREST
CHURCHILL
ROXBOROUGH PARK
LAKE AVENUE
VISCOUNT MONTGOMERY
GLEN BRAE
GLENDALE
GLEN ECHO
SIR ISAAC BROCK
BRIARWOOD
ADELAIDE HOODLESS
STINSON STREET A.C.E.S. PROGRAM
QUEEN VICTORIA
CENTRAL
ALLENBY
RYERSON
EARL KITCHENER
WESTDALE
AINSLIE WOOD
GEORGE R. ALLAN
DALEWOOD
VANIER
PRINCE PHILIP
G.L. ARMSTRONG
PEACE MEMORIAL
SOUTHVIEW
QUEENSDALE
EASTMOUNT PARK
SHERWOOD
ROSEDALE
ALLEYON
RED HILL
ELIZABETH BAGSHAW
CHEDOKE
BUCHANAN PARK
NORWOOD PARK
LINDEN PARK
HILL PARK
FRANKLIN ROAD
VINCENT MASSEY
FERNWOOD PARK
HUNTINGTON PARK
HAMPTON HEIGHTS
HOLBROOK
MOUNTVIEW
RIDGEMOUNT
Crestwood Field Office
CRESTWOOD
CALEDON ALTER ED PROGRAM
WESTWOOD
WESTMOUNT
SENECA
WESTVIEW
SIR ALLAN MACNAB
CARDINAL HEIGHTS
PAULINE JOHNSON
THORNDRAE
BARTON
LAWFIELD
RICHARD BEASLEY
VERN AMES
USGAR
COMLEY
R.A. RIDDELL
JAMES MACDONALD
C.B. STIRLING
GEORGES P. VANIER

APPENDIX E: FLOW CHART OF SYSTEM-WIDE DELIVERY


Secondary (SP)
UPGRADING
NONCREDIT
colleges
universities
other
composite
schools
esl credits
Secondary (SJAM)
Continuing Ed.
Community
Salvation Army
155 Queen
Elementary
Adult
Southview
Fairview
MCILWRAITH
Preschool
FAMILY

100 Main Street West
Hamilton, Ontario
1988 09 14

To the Chairman and Members
Special Education Advisory Committee
Hamilton Board of Education

Ladies and Gentlemen:

Re: UPCOMING CONFERENCES

A list of upcoming conferences that may be of interest to members of the Special Education Advisory Committee has been developed and is attached for your information.

Peter S. Beveridge
Superintendent of Curriculum
and Special & Educational Services

rm

CONFERENCE	SPONSOR	DATES LOCATION REGISTRATION	C O M M E N T S
"Infancy: Intrapsychic and Interpersonal Life Cycles"	C.M.Hincks Institute	Sept.30-Oct.1 Toronto $235	Sessions focus on such topics as: .A Question of Tactics for Family Treatment with Self-Disordered Parents and Undersocialized Children; .Psychological Development of an Infant with Severe Movement Disorder
"Focus on Child Abuse: New Knowledge New Directions"	Institute for the Prevention of Child Abuse	October 3-4 Toronto $200	Will feature a number of speakers and events of interest to professionals in child protection, health care, law enforcement and mental health.
AIDS: A Challenge for Educators	Med-Corp	Oct.20-21 Toronto $225	This conference has been specifically designed to provide educators with a comprehensive and practical approach to managing AIDS in the school.
Excellence without Elitism Educating the Gifted and Talented	Creative Workshop Associates	October 27 Toronto $80	A one day intensive workshop for elementary and secondary classroom teachers and gifted/talented program specialists.
"Drug Abuse: action or apathy?"	Addiction Research Foundation	Oct.31-Nov.1 Toronto $125	Sixth annual conference of the Council Drug Abuse.
Council for Exceptional Children Annual	Council for Exceptional Children	Nov.2-5 London $175	Conference highlights include: a wide range of speakers and workshops, a special program for parents of special needs children and an opportunity to participate in two physicians' conferences on juvenile psychiatry and pediatrics for family physicians.

CONFERENCE	SPONSOR	DATES LOCATION REGISTRATION	COMMENTS
Special Delivery '88 Second conference on Practical Strategies in Special Education	OSSTF	Nov.16-18 Toronto $250	Workshops/sessions involving Hamilton personnel: .D.Hutton-Assessment & Instructional Ideas for Special Needs Adolescents .M.Martineau-Teaching Students Through Individual Learning Styles .G.Pain,J.Restivo-Making the Link: School Support Teams Working Together .A.Robertson-Timetabling to Meet Needs .R.Brawn,K.Hall-Integration for Adolescent Students with Physical disabilities and Health Impairments E.Hipkiss-Insurmountable Paper Production .J.Hopkins,E.Poot-Basic Literacy for Adult Development .C.Pryor-Implementation of Behaviour Management Strategies in the Classroom .J.McCaughey-Consulting Skills .L.Mann,B.Kuhn-WOW: Workshops on Workshops .J.Morse-Failing to Plan Is...Planning to Fail .Westmount S.S. teachers-Behaviour A keynote speaker is Dr. Bernard Shapiro re "Future of Special Education"

CA4ONHVBL W26
M37

THE BOARD OF EDUCATION FOR THE CITY OF HAMILTON

SPECIAL MEETING

1988 10 12

TO THE CHAIRMAN AND MEMBERS
SPECIAL EDUCATION ADVISORY COMMITTEE
(Trustees Baskin, Deans, Desmarais and Van Horne; Mesdames Bishop, Masters, Oommen and Trott; Miss Dalziel and Ms. Knol; Drs. Toby and Jacobs; Messrs. Foster and Ormerod)

Ladies and Gentlemen:

A meeting of the Special Education Advisory Committee has been scheduled for **Wednesday, 1988 10 19 at 19:00 hours** at the Education Centre.

Attached is an agenda of the items to be discussed.

Your attendance is requested.

Yours truly,

K A Rielly

K. A. Rielly
Director of Education
and Secretary

rm
Attachment

Notice to all Trustees and Representatives

AGENDA

SPECIAL EDUCATION ADVISORY COMMITTEE

1988 10 19

Confirmation of the minutes of the previous meeting - 1988 09 14

BUSINESS ARISING OUT OF THE MINUTES:

GENERAL

1. Member Organization Update:

   Mrs. Judith Bishop
   Ham.Council of Home & School Assoc.

   Dr. Jeffers Toby
   Ontario Psychological Association

   Dr. Joseph Jacobs
   Hamilton & District Association for
   the Mentally Retarded

   Miss Nalda Dalziel
   Hamilton & District Society for
   Disabled Children

   Mr. Lynn Ormerod
   Canadian Hearing Society

   Dr. Philomena Newberry
   Community Resource

   Mr. Jeff Foster
   Parents' Committee, CNIB

   Mrs. Judy Masters
   Hamilton & District Parents of
   Physically Handicapped Children

   Ms. Doreen Knol
   Association for Bright Children

   Mrs. Sylvia Trott
   Assoc. for Children and Adults
   with Learning Disabilities

   Mrs. Frances Oommen
   Down's Syndrome Assoc. of Hamilton

2. All Terrain Wheelchair/Vehicle	P. Beveridge
3. A.C.L.D. Fairview Site	P. Beveridge
4. Able-Bodied Students/Lawyer Reaction	P. Beveridge
5. Child Care Subcommittees	
6. Review of Board Plan/Ministry Reaction	R. Adams

New Business

1. Priority Agenda Item: Operation Employability	Mrs. Oommen/J.Yurkiw
2. Superintendent's Report	P. Beveridge
3. A Preventative Model for the Decentralized 90's	R. Adams

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MINUTES OF THE SPECIAL EDUCATION ADVISORY COMMITTEE

1988 10 19

Present:	Judith Bishop (Chairman) Trustees Baskin, Desmarais, Deans and Van Horne Mesdames Dalziel, Knol, Masters, Oommen and Trott Drs. Jacobs and Toby; Messrs. Foster and Ormerod
Officials Present:	Mr. J. Yurkiw (Assistant Superintendent, Special Services) Mr. B. Adams (Co-ordinator of Special Education) Mr. F. Neumann (Administrative Assistant to the Superintendent of Curriculum, Special & Educational Services)
Also Present:	Mr. A. Mutart (HTF) Mr. A. Kunc (HPA) Mr. G. Perrault (Headmasters)

Mrs. Bishop called the meeting to order and asked for confirmation of the minutes of the last meeting.

Moved by Mrs. Deans:
That the minutes of the last meeting of this committee be approved as presented to the members.

CARRIED.

"Specific Learning Disability Classes at Dalewood School" was added to the Agenda.

GENERAL

BUSINESS ARISING OUT OF THE MINUTES

Membership Organization Update:

Mrs. Bishop welcomed Dr. Jeffers Toby, who is replacing Dr. Brennan for this year as the Ontario Psychological Association's representative.

There were no reports from Mrs. Masters, Hamilton and District Parents of Physically Handicapped Children; Miss Dalziel, Hamilton & District Society for Disabled Children; or Dr. Toby, Ontario Psychological Association.

Down's Syndrome Association of Hamilton

Mrs. Oommen reported that their next meeting is October 25 at 7:30 p.m. at Chedoke. She announced the Hamilton Public Library's Resource Centre for the Handicapped now has additional magazine subscriptions of interest to the handicapped. She also showed a guide available from the Ontario Government listing programs and services for disabled persons.

Canadian Hearing Society

Mr. Ormerod announced that sign language classes are now available through the Canadian Hearing Society, both levels 1 and 2. In response to questions, Mr. Ormerod said the classes were in the evening and he was not aware if there was a charge

involved. Mr. Kunc said that a notice of such classes was received at his school and it was drawn to the attention of the educational assistants.

Mr. Ormerod made reference to the Bell Canada strike which has severely curtailed the services available to the hearing impaired. He also drew attention to a Spectator article, "Regular School: A Mistake for Deaf Kids" stating that he strongly objected to this type of categorizing and said it hinders rather than helps the hearing impaired.

Association for Children and Adults with Learning Disabilities

Mrs. Trott said the first general meeting for 1988-89 is to be held at the Education Centre on October 26 at 7:30 p.m.; Dr. Brenda Cox-Graham is speaking on the Politics of Special Education. The National General Meeting will be held the last weekend of October in Kingston; Hamilton will be represented by two delegates.

Mrs. Trott said that she has discussed the concern relative to their room at Fairview not being opened any evenings with Mr. Kelterborn and the possibility of having the room open one night a week is being investigated.

Association for Bright Children

Ms. Knol noted their next meeting will be October 26, with Mr. John Henry, last year's gifted consultant, speaking on the recent changes in the Hamilton program. On November 2, Mr. Fisher and Mrs. Harper, consultants of the intellectually impaired at the Wentworth County Board, will describe their programs.

In response to Ms. Knol's expressed concern on behalf of ABC that there was no longer a consultant for the gifted at the Hamilton Board, Mr. Adams explained that Georgina Pain, a special education consultant in Area Two, has the portfolio for the gifted program. Mr. Adams further explained that an in-service session is planned for the GLRTs at the secondary school level. Teachers with specific problems could go to their principal and then to Miss Pain for assistance.

Canadian National Institute for the Blind

Mr. Foster reported that he has a booklet from the CNIB designed to assist students between the time they leave school and when they find employment.

Hamilton Council of Home and School Association

Mrs. Bishop distributed copies of a pamphlet relative to Occupational Therapists and their work in the school systems and a Guide from the Ontario Government services and programs for disabled persons. She recommended the latter as an excellent guide.

As a result of discussion relative to letters received in the Spring of 1988 from the Hamilton-Wentworth Home Care Services and the Hamilton-Wentworth Communication Collective, offering their services as resources on this committee, the following motion resulted:

Moved by Ms. Knol:

That the Hamilton-Wentworth Communication Collective and Home Care have this committee's encouragement to sit on the Special Education Advisory Committee as resource personnel.

CARRIED.

All-Terrain Wheelchair/Vehicle

Mr. Neumann outlined the positive aspects of the all-terrain wheelchair/vehicle that he gleaned from communicating with the Leeds Grenville Board which has this equipment. However, it was agreed that this matter be referred back to the officials for further study and exploration as to other types of similar equipment that may be available.

Able-Bodied Students/Lawyer Reaction

Mr. Yurkiw briefly reviewed the letter from Evans, Philp re providing assistance to disabled persons in Emergency Situations and drew attention to the recommendations on page four of the Executive Summary.

A lengthy debate followed with many concerns being raised and particular concern expressed as to whether the recommendations of the Accessibility Committee have been implemented.

Rather than moving the recommendations of administration in the Executive Summary, the committee agreed, at the suggestion of Mrs. Van Horne, to request a report from the officials at the next SEAC meeting on the status of the Accessibility report.

Child Care Subcommittees

Ms. Knol reviewed the report produced by the subcommittee.

Moved by Ms. Knol:

That the attached report on Child Care be forwarded to the Development Committee, along with the thirteen recommendations contained therein.

CARRIED.

Review of Board Plan/Ministry Reaction

The letter from the Ministry in response to the Board Plan was received and ordered filed.

Specific Learning Disability Classes at Dalewood School

A letter from a parent at Dalewood School concerning the above program at Dalewood School had been received by a number of Trustees. Mr. Adams, not having seen the letter, was not in a position to respond. It was recommended that a copy of this letter be given to Mr. Yurkiw and Mr. Adams and, in consultation with Mr. Cranbury, they report back at the next meeting.

NEW BUSINESS

Priority Agenda Item: Operation Employability

Mrs. Oommen noted that the funding for this program is expiring at the end of the year. The Steering Committee met early in October and its recommendations were distributed.

Moved by Mrs. Oommen:

That the Special Education Advisory Committee recommend to the Board of Trustees that the programme, Operation Employability, be incorporated into the education system of the Hamilton Public Board of Education where it will become an option available to meet the needs of the young people who have different types of disabilities. We recommend that if this motion is passed, that there will be no gap in provision of service following the discontinuation of funding from the Job Futures Programme which finishes in December, 1988. CARRIED.

Superintendent's Report

Copies of the Superintendent's Report were distributed.

A Preventative Model for the Decentralized 90's

Referred to a future agenda.

The meeting then adjourned,

READ AND CONFIRMED.

....
Chairman.

rm

Evans, Philp
BARRISTERS & SOLICITORS

PAUL G. PHILP. Q.C.
JOHN F. EVANS. Q.C..LL.B.
LARRY G. CULVER. LL.B.
BRENT J. FOREMAN. LL.B.
SHELLEY L. TIMMS. LL.B.
DOUGLAS J. CARR. LL.B.
MICHAEL P. CLARKE. LL.B.

F. JOHN L. EVANS. Q.C..LL.B.
(1931 - 1980)

W. IAN GORDON. Q.C..LL.B.
JOSEPH M. PIGOTT. Q.C..LL.B.
ROBERT H. ROGERS. LL.B.
PAUL H. PHILP. LL.B.
RANDALL S. BOCOCK. LL.B.
FILOMENA TASSI. LL.B.
LORRAINE MORREALE. LL.B.

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16TH FLOOR. COMMERCE PLACE
ONE KING STREET WEST
HAMILTON. CANADA
L8P 1A4

September 13, 1988

J. Marsden Eedson
Administrative Assistant to the
Associate Director of Education
The Board of Education for the
City of Hamilton
P.O. Box 558
100 Main Street West
Hamilton, Ontario
L8N 3L1

Dear Mr. Eedson:

Re: Providing Assistance to Disabled Persons In Emergency Situations
Our File No. 471-1

You have asked us to provide you with legal advice on the question of able-bodied students or staff helping disabled persons in a fire alarm situation.

May we begin by first briefly reviewing the new Regulation under the Education Act, regarding Emergency Procedures in Elementary and Secondary Schools and Schools for Trainable Retarded Children. This new section 6, contained in Ontario Regulation 233/88 and effective as of July 1, 1988, provides as follows:

> (1) In addition to the drills established under the Fire Safety Plan required under Ontario Regulation 67/87 (Fire Code), every board may provide for the holding of drills in respect of emergencies other than those occasioned by fire.
>
> (2) Every principal, including the principal of an evening class or classes or of a class or classes

conducted outside the school year, shall hold at least one emergency drill in the period during which the instruction is given.

(3) When a fire or emergency drill is held in a school building, every person in the building shall take part in the fire or emergency drill.

The following points can be made about this new section:

(a) The use of the word "may" rather than "shall" in section 6(1) suggests that the holding of drills in respect of emergencies other than those occasioned by fire is permitted but not required.

(b) The new section is clear that principals of evening classes or of classes conducted outside the school year are also responsible for conducting emergency drills.

(c) Section 6(2) provides that every principal shall hold at least one emergency drill in the period during which the instruction is given. This contrasts with the old section 6(2), which required a total of 6 drills over the course of the school year. However, the Fire Code has not been amended, and it continues to provide that:

> "In schools attended by children, total evacuation fire drills shall be held three times in each of the fall and spring school terms" (section 2.8.3.2.(1)(b)).

Although there is some ambiguity, it is our opinion that the intention of the new Regulation, when read with the Fire Code, is that there continue to be at least three drills between the first school day of the school year and the end of the fall term and at least three drills in the spring term for schools attended by children AND that there be at least one emergency drill in the instruction period for evening classes or classes conducted outside the school year. Unless and until the Fire Code is amended, we must advise that the Board continue to hold emergency drills with the frequency it requires.

The question of providing assistance to the disabled in an emergency school situation raises some difficult and complex legal issues. To begin with, it is important to note that a Board of Education is vicariously liable for all acts of negligence performed by its employees and volunteers acting within the scope of their employment or authority. If a school Board enlists the services of a volunteer, such volunteer is said to be an agent of the Board. If a volunteer acts within the scope of his authority as an agent, the Board is vicariously liable for any tort committed by that volunteer. Thus, it is a danger that the Board can be found liable where an able-bodied student has been assigned to provide assistance to a disabled person in an emergency situation and that student acts negligently, to say nothing of the risk that that student may be liable for himself for his negligent acts.

School authorities have a general responsibility to exercise reasonable supervision of pupils when they are in their care. The general test of the standard of care owed to a pupil by a Board of Education and its employees is that of a reasonably prudent or careful parent in the circumstances. The duty of care is to protect the pupil from all reasonably foreseeable risks of harm.

In addition, since the coming into force of the Occupiers' Liability Act, there is no longer any rigid and formalistic distinction between the duties of care owed to an invitee, licensee or trespasser. Under the Act, an occupier of premises owes a common duty to "persons entering on the premises" to take such care as in all the circumstances of the case is reasonable to see that such persons are reasonably safe while on the premises (section 3(1)). Since the standard of care is one of reasonableness, the traditional principles of negligence will require that the whole matter be looked at, including the likelihood of injury to others, the seriousness of the injury and the burden of avoiding the risk.

It is a matter of common sense that greater care must be taken in supervising students who suffer from physical or mental handicaps because they can more easily come to harm. This was recognized by the Supreme Court of Canada in the case of Dziwenka v. The Queen [1972] S.C.R. 419. In that case, an 18 year old deaf mute was a student at the Alberta School for the Deaf, where he suffered a serious injury to his left hand when it came into contact with the unguarded blade of a circular power table saw which he was operating at the time. The instructor had turned his attention to

other students in the shop using hand tools when the accident happened. The Court held that the instructor was negligent:

> "The duty of care owing to a student, especially a handicapped one as in this case, in respect of his personal safety while operating dangerous machinery, is a stricter one than that owed by an employer to an employee working with dangerous machinery".

The Court found that is was not improbable that the accident would not have happened if the instructor had directly supervised the operations until they were finished.

Although traditionally the common law has not compelled altruistic action, certain relationships may create a duty to aid and rescue because of the peculiar vantage by one party to such a relation in preventing accidents and a corresponding dependence by the other on such help. So, anyone in charge of children, whether as parent or teacher, owes a duty to protect his charges from foreseeable dangers whatever their source.

A dramatic illustration is provided in the Ontario High Court decision in Moddejonge v. Huron County Board of Education [1972] 2 O.R. 437. In that case, the defendant teacher, who was the co-ordinator of a high school's outdoor educational program, and who held a master's degree in outdoor education, was unable to swim. During a school outing, five girls prevailed upon him to take them to a nearby swimming spot for a brief dip. Aware that there was a dangerous drop off in the lake, he pointed it out to the girls, explained the limits of the shallow water carefully to them and warned them to stay away from the drop off. As the teacher paced the beach, he became aware of a breeze which was creating some waves, but he did not call a halt to the activities.

The breeze carried two of the girls out to the drop-off point where they encountered trouble. One of these girls was a non-swimmer. A third girl came to the rescue and saved one of the girls but was herself drowned along with the other girl she was attempting to rescue. The defendant teacher ran into the water as far as he could to save them, but because he could not swim, he had to return to the camp to seek assistance. The Court found that the teacher's conduct fell well below that of a careful parent and he was found liable for the deaths of both the original victim and the rescuer.

If the teacher is the person providing emergency aid, he must conduct himself in a competent manner. In an extreme case, a teacher, whether acting as a rescuer or not, can incur criminal liability for undertaking acts dangerous to life. It is possible but highly unlikely that a student who undertakes to provide assistance to a handicapped person in the event of an emergency may be liable for breach of duty under section 199 of the Criminal Code: ✓

> "Everyone who undertakes to do an act is under a legal duty to do it if an omission to do the act is or may be dangerous to life".

The law recognizes, however, that a person's actions must be looked at in all the circumstances; where a person has to deal with a serious and sudden emergency wherein human life is imperiled, his conduct will not be judged as in the case of voluntary negligence. If a teacher takes reasonable measures to cope with an emergency, a successful lawsuit against him or her is unlikely. The standard expected is not one of perfection but rather that of the careful parent.

In light of the forgoing it is our opinion that the Board is wise to develop a plan for providing assistance to handicapped students in emergency situations. It is important that teachers and other supervisors be trained to cope with emergencies. Note

However, the foregoing does suggest some reasons from a legal standpoint why the Board should be discouraged, as a general rule, from relying on students to provide assistance to handicapped persons in emergencies. The able-bodied student is exposed to risk of liability for negligently performing the assistance. In any event, the Board may be found liable not only for the negligent acts of its "volunteer" or "agent", but also, following the Moddejonge case, for injuries incurred to a "second rescuer" who attempts to provide the assistance not properly provided initially. ✓

These strictly legalistic concerns will no doubt, however, be balanced against the concerns of how things work or can be made to work in a practicable way. An important part of the learning process is to give qualified students real responsibility commensurate with their abilities, and it may well be that a teacher will want to delegate the care of a person with a manageable disability in an emergency situation to a responsible student who has been trained to good.

Evans, Philp

cope with emergencies and has been made familiar with the Board's emergency procedures. This will be the principal's decision in each situation after recommendation of the teacher. It bears reiterating that no student should be given such responsibility unless the principal is satisfied ✓ that the student is capable and competent.

While the courts are likely to be sympathetic where reasonable measures have been taken to cope with emergencies, the Board is strongly advised to obtain the NB consents of the parents of the students involved, including the parents of the disabled person, to the responsibilities ✓ assumed in the emergency assistance procedures. This should serve to minimize any misunderstanding regarding the nature of the essentially "extra-curricular" responsibilities being assigned and secure informed consent to the arrangements.

Every case will turn on its facts, and it is difficult to make broad generalizations. In the last instance, however, in contemplating any action that involves the safety of students, the Board must always come back to the central question: Is this what a reasonably prudent or careful parent would do?

I trust that this has been of some assistance to you. Please do not hesitate to contact me if you have any further questions in this regard.

Yours very truly,

W. Ian Gordon

WIG/DJC/js
cc K.A. Reilly
cc P.S. Beveridge ✓

1988 10 19

To the Chairman and Members
Special Education Advisory Committee
Hamilton Board of Education

Ladies and Gentlemen:

RE: SOLICITOR'S RESPONSE - PROVIDING ASSISTANCE TO DISABLED PERSONS IN EMERGENCY SITUATIONS

As you recall, the Committee was concerned about what occurs relative to the evacuation of handicapped students in an emergency situation. The Board has sought legal advice and has received the attached response.

The following is pertinent data contained in the document that needs to be fully understood and reviewed:

- New regulation (233/88 Section 6) effective 1988 07 01.

  (1) In addition to the drills established under the Fire Safety Plan required under Regulation 67/87 (Fire Code), every board *may* provide for the holding of drills in respect of emergencies ***other than those occasioned by fire***.

  (2) Every principal, including the principal of an ***evening class*** or classes or of a class or classes conducted ***outside the school year*** (summer school, summer skill, Adult Education Centres, etc.) ***shall*** hold at least one emergency drill in the period during which the instruction is given.

  (3) When a fire or an emergency drill is held in a school building, ***every person*** in the building shall take part in the fire or emergency drill.

SOLICITOR'S COMMENT RELATIVE TO THE NEW SECTION 6:

- Section 6(2) provides that ***every principal*** shall hold at least ***one*** emergency drill in the period during which the instruction is given. This contrasts with the old Section 6(2) which required a total of six drills over the course of the school year.

  The *Fire Code*, however, has ***not*** been amended, and it continues to provide that:

  > *"In schools attended by children, total evacuation fire drills **shall** be held three times in each of the fall and spring school terms."*

From the lack of consistency, the solicitors are sharing the following interpretation:

> "..... it is our opinion that the intention of the new Regulation when read with the Fire Code, is that there continue to be at least three drills between the first school day of the school year and the end of the fall term, and at least three drills in the spring term for schools attended by children;
>
> AND
>
> there be at least one emergency drill in the instruction period for evening classes or classes conducted outside the school year."

".....we must advise that the Board continue to hold emergency drills with the frequency it requires."

Providing Assistance to the Disabled in an Emergency Situation:

- The Board is liable for all acts of negligence performed by its employees and volunteers acting within the scope of their employment or authority.
- The Board can be found liable where an able-bodied student has been assigned to provide assistance to a disabled person in an emergency situation and that student acts negligently. Additionally, there is the risk that such students may be liable for their own negligent acts.
- The general standard of *care* owed to a pupil by a Board of Education and its employees is that of a reasonably prudent or careful parent in the circumstances. The duty of care is to protect the pupil from all reasonably foreseeable risks of harm.
- Occupiers' Liability Act -- relates to an invitee, licensee or trespasser. Under this Act, an occupier of premises owes a common duty to "persons entering on the premises" to take such care as in all the circumstances of the case is reasonable to see that such persons are reasonably safe while on the premises.
- It is a matter of common sense that *greater care* must be taken in supervising students who suffer from physical or mental handicaps because they can more easily come to harm.

- It is possible, but highly unlikely, that a student who undertakes to provide assistance to a handicapped person in the event of an emergency may be liable for breech of duty under Section 199 of the Criminal Code:

  > *"Everyone who undertakes to do an act is under a legal duty to do it if an omission to do the act is or may be dangerous to life."*

  (Acting in good faith!)

- If a teacher takes reasonable measures to cope with an emergency, a successful lawsuit against him or her is unlikely. The standard expected is not one of perfection but rather that of a careful parent.

  The Board would be wise to develop a plan for providing assistance to handicapped students in emergency situations.

  It is important that teachers and other supervisors be trained to cope with emergencies.

- The Board should be discouraged as a general rule, from relying on students to provide assistance to handicapped persons in emergencies. The able-bodied student is exposed to risk of liability for negligently performing the assistance.

LEGALITIES VS ACTING IN GOOD FAITH:

- An important part of the learning process is to give qualified students real responsibility commensurate with their abilities.
- Students should have been trained to cope with emergencies and should be familiar with the Board's emergency procedures.
- No student should be given the responsibility for evacuating handicapped students unless the ***Principal*** is satisfied that the student is capable and competent.
- The Board is strongly advised to obtain the ***consents*** of ***the parents*** of students involved (able-bodied/handicapped) in relation to the responsibilities assumed in the emergency assistance procedures.

The above, hopefully, reviews the most pertinent points surfaced in the solicitor's response. Based on the aforementioned, SEAC may want to consider to following recommendations.

That administration:

- update principals relative to the new Regulations (233/88 Section 6).
- issue a statement that makes abundantly clear the number of emergency drills that shall occur during the school year and for programs conducted outside the school year.
- update the current Operating Procedure that addresses "Fire Safety Plan -- Emergency Procedures, Fire Drills."
- discuss appropriate training programs for principals, staff and students involved in the evacuation of handicapped students with the Board's Safety Officer.
- as part of the process of reviewing the overall evacuation plan, develop appropriate Consent Forms for parents of students involved in emergency drills (handicapped and able-bodied).

Prepared and Submitted by:	Peter S. Beveridge Superintendent of Curriculum and Special & Educational Services
Approved by:	Keith A. Rielly Director & Secretary

TO : SPECIAL EDUCATION ADVISORY COMMITTEE

FROM : THE AD HOC COMMITTEE ON CHILD CARE.

Introduction:

The members of the Ad Hoc Committee have examined the current policies of the Ministries of Community and Social Service and Education, and the Board of Education for the City of Hamilton. It has also consulted documents from other boards, and a Special Needs Children in Day Care Survey carried out by the Hamilton Interagency Committee (now called the Special Needs Preschoolers Network). This report will be made according to guidelines suggested by the Ministries of Education and Community and Social Services. The relationship between them with regard to child care has been defined :

> The Ministry of Community and Social Services (MCSS) has primary responsibility for the provincial government's commitment to the provision of child care services. However, the Ministry of Education (MOE) operates in a supportive role in carrying out the commitments (made by the Ministry, and in conjunction with the Ministry of Community and Social Services).(1)

Type of program to use the Child Care Facilities in the Board's schools.

The Ministry of Community and Social Services 'is determined that future child care growth will be in the non-profit sector'(2). The committee notes that only non-profit child -care programs will be able to receive start-up and capital funding from the Ministry of Community and Social Services. The committee agrees with the Ministry position;

only non-profit organisations should provide child care services in the Board's schools.

Because parent participation with programs dealing with children is so important the committee recommends:

1) **CO-OPERATIVE CHILD CARE PROGRAMS SHOULD BE GIVEN THE FIRST PRIORITY FOR CHILD-CARE SPACE BY THE BOARD.**

Population to be Served.

a) School-age children (3.8 to 12 years)

The Ministry of Education has defined its commitments to child care in schools as

- providing capital funds to ensure the provision of child care spaces in all new schools for 1988-89 and in future years contingent upon availability of resources.

- encouraging school boards to increase the use of available school board space for child care, especially for school-age children (3 years 8 months to 12 years)
- collaborating with MCSS on pilot projects which demonstrate flexible approaches to providing child care for school-age children.(3)

The Board of Education for the City of Hamilton has already established a Board Staff Committee on Child Care which reported to the Board on May 10, 1988. It identified that there is a need for

> expansion of school-age care, one or two centres for teen parents and their children, provision of more family studies learning centres, meeting immigrant family needs especially re preparation of children for entry into the school system, consideration of parent and child drop-in centres, consideration of workplace child care e.g. in co-operation with other businesses in downtown Hamilton. (4)

The committee accepts the Ministry of Education's emphasis on the importance of providing space for school-age children, especially in elementary schools. Therefore it recommends that:

2) CHILD CARE FACILITIES WITHIN ELEMENTARY SCHOOLS BE AVAILABLE ONLY FOR SCHOOL-AGED CHILDREN.

3) CHILD CARE FACILITIES IN HIGH SCHOOLS SERVE THE IDENTIFIED CHILD CARE NEEDS OF THE COMMUNITY, WHICH THE COMMITTEE EXPECTS WOULD INCLUDE SOME OF THE OTHER NEEDS ALREADY NOTED BY THE BOARD.

b)Licensed for Integrated Care.

> The Ministry of Community and Social Services has made the integration of exceptional children a priority where child care programs are concerned. Although this area needs to be clarified, it would seem that any child enrolled in a school program and whose parents wish to use the child care program should have access to that program subject to contingencies like availability of space.'(5)

The Survey of the Interagency Committee identified 27 % of all children served by 36 day care centres in Hamilton exhibited some kind of special need. (6) Therefore the Committee recommends that:

4) CHILD CARE FACILITIES IN ELEMENTARY SCHOOLS BE LICENSED

FOR INTEGRATED CARE.

5) FACILITIES BE FULLY ACCESSIBLE TO THE PHYSICALLY HANDICAPPED AND THE AGE GROUP TO BE SERVED.

6) THAT THE RATIO OF SPECIAL NEEDS CHILDREN TO REGULAR CHILDREN BE ONE TO FIVE.

Resources and Programs

The 1986 Hamilton report notes the paucity of resources available for children with special needs. Those who referred the children as having special needs, often failed to provide information as to what their needs were. (7) The Board report identified a need for: 'a flexibility and co-ordination of staff who work with children to foster communication and co-ordination among those involved in different phases of programming for the same child.'(8) The Toronto Board has adopted a policy of encouraging co-ordination between day care/nursery school programs and kindergarten/primary programs. (9) Therefore the committee recomends:

7) CHILDREN IDENTIFED AS HAVING SPECIAL NEEDS THROUGH THE BOARD'S EARLY IDENTIFICATION PROGRAM OR OTHER FORMS OF ASSESSMENT, WHERE THERE IS PARENTAL APPROVAL, BE REFERRED FOR EXTENDED DAY CARE WITH A SUBSIDY PROVIDED.

8) REGULAR MEETINGS BE SCHEDULED FOR STAFF IN THE SCHOOL AND THE CHILD CARE FACILITY STAFF SERVICING THE SAME CHILD.

9) RELEVANT INFORMATION ABOUT CHILDREN, WITH PARENTAL PERMISSION, BE SHARED BETWEEN THE SCHOOL AND CHILD CARE PROVIDERS.

Planning of the Child Care Facility

The Ministries of Education and Community and Social Services have laid down guidelines for planning child care facilities in schools:

> The space-planning for the new school buildings should be a co-operative process betwen the school board's architect, the school, the child care corporation (if/when chosen) and the MCSS are child care consultant.
>
> Where existing school space is being renovated for a child care program, the above process would also apply.(10)

Therefore the Committee recommends:

10) THE PLANNING PROCESS OUTLINED IN CHILD CARE IN SCHOOLS BE FOLLOWED.

The Committee expects that the physical planning will reflect the need for a child centred place, and in elementary schools be in close proximity to the Board's early childhood education program. Consideration ought to be given to the needs of school-aged children over six years in before and after school programs. Adequate outdoor play space might best be met by the JK, SK, and child care centre sharing the use of an outdoor playground.

In relation to the proposed plans for the new elementary school on Ravenbury Drive the committee would like to know the number and proposed age of children to be served. (Please see attached plans). The plans for the child care facility show rooms and playground that are smaller than those for the JK and Sk. There appears to be no physical provision for before and after school programs. Therefore the committee recommends:

11) THAT SEAC REQUEST INPUT INTO THE PLANNING OF THE RAVENBURY DRIVE SCHOOL'S CHILD CARE FACILITIES.

Community Boards.

The Toronto Board's 53 School Age Child Care (4 & 5 years) and 59 School Age Child Care (6 - 9 years) are operated by boards of directors ~~composed~~ of whom at least 50% are parents.(11) Therefore the committee recommends that:

12) CHILD CARE PROGRAMS AT EACH SCHOOL SHOULD BE OPERATED BY A BOARD OF DIRECTORS, COMPOSED OF THE PRINCIPAL PARENTS AND A SCHOOL TRUSTEE. AT LEAST 50% OF THE DIRECTORS WILL BE PARENTS OF CHILDREN IN THE CHILD CARE PROGRAM.

Compiled by:
Trustee Deans
Doreen Knol
Judith Bishop.
October 17 1988.

Footnotes.

1.Ontario Child Care in Schools: Questions and Answers Toronto: Ministry of Community Social Services and Ministry of Education, 1988, p.2.

2. Ontario New Directions for Child Care Ministry of Community and Social Services, 1987,p.3.

3. Child Care in Schools Op.Cit., p.3.

4. Report Re: Child Care to Operations Management Committee, May 10, 1988,p.10.

5. Child Care in Schools Op.Cit.,p.6.

6. Special Needs Children in Day Care Survey A report of the Hamilton Interagency Committee, September 1986.

7. Special Needs Children in Day Care Survey Op.Cit.

8. Report Re Child Care, Op.Cit., p.10.

9. Child Care Centres in Toronto Schools Early Childhood Education Department, Toronto Board of Education, April 1988.

10. Child Care In Schools Op.Cit., p.4.

11. Child Care Centres in Toronto Schools Op.Cit.

1) CO-OPERATIVE CHILD CARE PROGRAMS SHOULD BE GIVEN THE FIRST PRIORITY FOR CHILD-CARE SPACE BY THE BOARD.

2) CHILD CARE FACILITIES WITHIN ELEMENTARY SCHOOLS BE AVAILABLE ONLY FOR SCHOOL-AGED CHILDREN.

3) CHILD CARE FACILITIES IN HIGH SCHOOLS SERVE THE IDENTIFIED CHILD CARE NEEDS OF THE COMMUNITY, WHICH THE COMMITTEE EXPECTS WOULD INCLUDE SOME OF THE OTHER NEEDS ALREADY NOTED BY THE BOARD.

4) CHILD CARE FACILITIES IN ELEMENTARY SCHOOLS BE LICENSED FOR INTEGRATED CARE.

5) FACILITIES BE FULLY ACCESSIBLE TO THE PHYSICALLY HANDICAPPED AND THE AGE GROUP TO BE SERVED.

6) THAT THE RATIO OF SPECIAL NEEDS CHILDREN TO REGULAR CHILDREN BE ONE TO FIVE.

7) CHILDREN IDENTIFED AS HAVING SPECIAL NEEDS THROUGH THE BOARD'S EARLY IDENTIFICATION PROGRAM OR OTHER FORMS OF ASSESSMENT, WHERE THERE IS PARENTAL APPROVAL, BE REFERRED FOR EXTENDED DAY CARE WITH A SUBSIDY PROVIDED.

8) REGULAR MEETINGS BE SCHEDULED FOR STAFF IN THE SCHOOL AND THE CHILD CARE FACILITY STAFF SERVICING THE SAME CHILD.

9) RELEVANT INFORMATION ABOUT CHILDREN, WITH PARENTAL PERMISSION, BE SHARED BETWEEN THE SCHOOL AND CHILD CARE PROVIDERS.

10) THE PLANNING PROCESS OUTLINED IN *CHILD CARE IN SCHOOLS* BE FOLLOWED.

11) THAT SEAC REQUEST INPUT INTO THE PLANNING OF THE RAVENBURY DRIVE SCHOOL'S CHILD CARE FACILITIES.

12) CHILD CARE PROGRAMS AT EACH SCHOOL SHOULD BE OPERATED BY A BOARD OF DIRECTORS, COMPOSED OF THE PRINCIPAL PARENTS AND A SCHOOL TRUSTEE. AT LEAST 50% OF THE DIRECTORS WILL BE PARENTS OF CHILDREN IN THE CHILD CARE PROGRAM.

13) IF POSSIBLE, DAY CARE CENTRE WOULD OPERATE ON A 12 MONTH BASIS.

Ontario

Ministry of Education
Central Ontario Region

Ministère de l'Éducation
Centre de l'Ontario

2025 Sheppard Ave. E.
Suite 3201
Willowdale, Ontario
M2J 1W4
(416) 491-0330

2025, av. Sheppard est
Bureau 3201
Willowdale (Ontario)
M2J 1W4
(416) 491-0330

August 31, 1988

File Number
Numéro de dossier SE 110-BP

Mr. K. A. Rielly
Director of Education
The Board of Education for
The City of Hamilton
100 Main Street West
P.O. Box 558
Hamilton, Ontario
L8N 3L1

1988

Dear Mr. Rielly:

This letter is in response to your recently submitted annual report on the delivery of special education programs and services within The Board of Education for The City of Hamilton.

The Special Education Review Committee has examined the report, and has considered other relevant information presented by the Education Officer responsible for special education liaison with your board.

As in previous annual reports, the 1988 document reflects the board's commitment to a systematic review of special education programs and services. The amendments indicate a number of refinements which respond to the emergent needs of the board's exceptional pupils. For example, nine additional specific learning disability classes have been established at the intermediate level. Similarly, an increase in the number of learning resource teachers and the appointment of a consultant responsible for the co-ordination of the learning resource teacher program addresses the board's increased need for resource/withdrawal services. The report on the review of the Diagnostic and Resource Team process substantiates the practice of extensive deployment of school teams at the elementary level. Finally, the committee notes the expansion of services to pupils with communication exceptionalities by the appointment of three additional speech and language pathologists.

.../2

In accordance with the board's 1987 report on special education programs and services, the committee notes the closure of Fairview School. The current amendments reflect the board's focus on servicing its trainable retarded pupils in satellite settings within local community schools.

Reviews conducted on transportation of special education students and the accessibility of schools for disabled students have resulted in recommendations designed to refine existing services. Additionally, the report indicates that the board has conducted a review of policies and procedures relative to its gifted program. The committee is pleased to note that the board will conduct ongoing monitoring of its delivery of service to gifted pupils. It is suggested, specifically, that the board continue to review its policy on the identification of primary pupils as gifted, to ensure that pupils in all divisions within the educational system have similar rights of access to appropriate special education programs and services.

In regards to French language services, the report indicates that thirteen exceptional pupils are receiving programs at Georges P Vanier École Secondaire. Special needs are addressed through program modifications, cross-programming and learning resource intervention.

On behalf of the Honourable Chris Ward, Minister of Education, and the special education staff of the regional office, I wish to thank The Board of Education for The City of Hamilton for its continuing commitment to the provision of quality programs and services for exceptional pupils.

Yours sincerely,

J. F. Rees
Regional Director of Education

WHEREAS this Committee believes that all people should have the opportunity to live, work, be educated and have friends in the community, and

WHEREAS Operation Employability acts as a catalyst, to enable disabled ~~handicapped~~ young people to achieve a higher degree of involvement in their community as contributing and valued citizens, and

WHEREAS the three local Boards of Education have been working together for the past two years under the leadership of the Steering Committee, with on-going assessment by the Social Planning and Research Council of Hamilton, and

WHEREAS other Government Departments and Community Organisations have been actively involved by offering both encouragement and financial support for the project so far, and

WHEREAS THE Ontario government, and parents and students involved in the programme, (and other parents of children who may be involved in the future) appear to be very supportive of School-to-Work Transition Programmes,

THEREFORE BE IT RESOLVED that the Special Education Advisory Committee recommend to the Board of Trustees that the programme, Operation Employability, be incorporated into the education system of the Hamilton Public Board of Education where it will become an option available to meet the needs of the young people who have different types of disabilities. We recommend that if this motion is passed, that there will be no gap in provision of service following the discontinuati of funding from the Job Futures Programme which finishes in December 1988.

Respectfully submitted,

Frances Oommen

Frances Oommen 19 October 1988

CA4 ON HBL W26
M37

MINUTES OF THE
SPECIAL EDUCATION ADVISORY COMMITTEE

1988 12 12

Present: J. Bishop (Chairman), Trustee Desmarais
Mesdames Dalziel, Knol, Masters, Oommen, Trott and Warren; Dr. Toby; Messrs. Foster, Harwood, and Ormerod

Regrets: Trustees Clarke, Mulholland and A. Stewart

Not **Present:** Mesdames Mazza, Trott, and Schram; Mr. Adamson, Dr. Newberry

Also **Present:** A. Kunc (Hamilton Teachers' Federation)

Officials **Present:**
J. Yurkiw (Assistant Superintendent, Special Services)
R. Adams (Co-ordinator, Special Education)
F. Neumann (Administrative Assistant to the Superintendent of Curriculum, Special and Educational Services)
G. Rutledge (Budget Supervisor)

Mr. Yurkiw called the meeting to order and welcomed everyone to the first 1989 SEAC committee meeting. He introduced and welcomed Ms. L. Warren, representing the Hamilton Council of Home & School Association and Mr. J. Harwood, representing the Hamilton & District Association for the Mentally Retarded. Mr. I. Adamson will now represent the Autistic Society.

Mr. Yurkiw called for nominations for 1989 Chairman.

Moved by Ms. Dalziel:

That Mrs. J. Bishop be Chairman of this Committee for the year ending 1989 11 30.

Moved by Mr. Desmarais:

That nominations be closed.

A vote was called on the motion and it was **CARRIED.**

Mrs. Bishop thanked the membership and asked members to consider the need for a new chairman next year. Mrs. Bishop noted that Trustee Baskin and Dr. Jacobs are no longer SEAC members and offered to write letters of thanks to them on behalf of the Committee.

She welcomed the new SEAC members.

Mrs. Bishop asked for confirmation of the minutes of the last meeting.

Moved by Mr. Desmarais:

That the minutes of the last meeting of this committee be approved as presented to the members, with the following amendment:

1. MEMBERSHIP ORGANIZATION UPDATE:

Association for Children and Adults with Learning Disabilities

2nd paragraph -
There was some discussion around a specific incident that occurred when a parent called the Board regarding a support group for her child's disability. The parent was told there was no such group, when in fact there is the Association for Learning Disabilities. Mr. Desmarais stressed the fact that the person answering the phone should have stated that due to inexperience, they were unable to give an answer, offer to take the caller's name and number, and pursue this inquiry further with other staff.

CARRIED.

Mr. Adams noted this incident arose out of inexperience and that Special Education staff had been cautioned to handle phone inquiries more carefully.

Mrs. Bishop introduced Trustee Desmarais to the Committee. She pointed out that she was also a Trustee representative as well as Mr. Ray Mulholland, who was unable to attend tonight.

In response to Mr. Desmarais' inquiry, Mrs. Bishop noted that SEAC has three categories of membership, all of whom must meet certain requirements for voting privileges. Dr. Newberry was the only non-voting representative.

GENERAL

BUSINESS ARISING OUT OF THE MINUTES:

1. MEMBERSHIP ORGANIZATION UPDATE:

There were no reports from Mr. Foster (C.N.I.B.), and Mrs. Warren (Hamilton Council of Home and School Association).

Hamilton and District Society for Disabled Children

Miss Dalziel noted that a commitment was made to support Operations Employability for the last and final year.

Association for Bright Children

Ms. Knol stated a meeting will be held on January 11th, at the Health Sciences Centre, and Sylvia Trott will speak on learning disabilities and bright children.

Hamilton and District Parents of Disabled Children

Mrs. Masters had nothing to report but raised her concern regarding bus breakdowns. She related an incident where a bus broke down at 8:05 a.m. and was not serviced until 9:30 a.m. The children remained on bus during that period of time, with the ramp in the down position and the driver borrowed blankets from neighbouring houses to keep the children warm. Apparently this defect had been reported previously and it was noted buses on this route had broken down eight times already this year. Mrs. Masters would like to find out the age of the vehicles being used, and the transportation and inspection schedules. Laidlaw Transportation owns the buses.

Mrs. Bishop noted these concerns would be raised with the Transportation Officer. There is no contract but there are regulations which she asked Mr. Neumann to make available - Transportation Report, Regulations for Drivers and Parent Information.

Canadian Hearing Society

Mr. Ormerod noted registration begins December 12th for Level 1 and 2 classes, to start in January, at a cost of $75.00. Level 3 and 4 would be held if there is the demand. Classes will be held at the Hearing Centre, 2301 King East.

On December 5th, 1988, the Communications Resource Centre was dedicated. It contains various equipment available for the deaf, and a knowledgeable person will be there to explain and advise. Both Messrs. P. Beveridge and R. Adams attended this dedication.

Down's Syndrome Association

Mrs. Oommen reported the Association had a Christmas party December 3rd. The next business meeting will be Tuesday, January 30th, 1989, at 7:30 p.m., Paterson Building, Chedoke Hospital.

Mrs. Oommen had a request from parents whose children have Down's Syndrome, (currently in a self contained TR class), asking for more integration into a regular classroom for part of the day.

Mr. Yurkiw noted that a review of the program would be made to see if the program is not meeting the child's needs. Based on this review another alternative would be considered within reasonable grounds.

Mr. Adams pointed out that the parents' first step would be discussing the matter with the Principal and teachers at the school. A review could be requested if the parents were still not satisfied.

Before a child could be integrated into a regular classroom, the needs of the child would have to be reviewed by involved staff to see if it was possible to have these needs met by the resources within the school.

Mrs. Oommen proposed that information be circulated to all parents via individual school newsletters of names and phone numbers of SEAC members, so they will know who to contact and which organizations are represented.

Mrs. Oommen provided the information that a skating sledge(s) had been purchased by the Department of Culture and Recreation which teachers or parents could arrange to have delivered to a rink for use by a disabled child.

Mr. Yurkiw felt this information should be shared through newsletters.

Mrs. Bishop noted that the Board had passed a request regarding funding for a Job Coach re Operation Employability, and at the next meeting, January 17th, we hope to have representative from Ministry of Education, Bob Oliver, to discuss the employment Resource Committee concept regarding communities having a resource committee that can help handicapped youth get into work experience after school. It is hoped that Karen Wisdom, Chairman Parent of Adult Section Committee will attend and share information about the committee.

Hamilton and District Parents of Disabled Children

Mr. Harwood noted the Association is looking forward to a task force report in the new year.

Chairman's Remarks

Mrs. Bishop has corresponded with the new Board Chairman, Mrs. Clarke, and has been assured that Committee Chairmen can speak to a report being presented to the Board.

She has been attending meetings at Vincent Massey School to discuss decisions about the population of low functional, high needs students.

Due to re-organization, Mrs. Bishop talked with R. Adams and J. Yurkiw about getting information back to parents. Several suggestions were put forth, including sending minutes to Area Superintendents, or agendas with an invitation to participate.

In-service

It was agreed that a small supper meeting followed by an explanation of the mandate of SEAC and how Special Services are delivered in the Board would be arranged at the next meeting.

Board Up-Date
1. Wheelchair
2. Staffing at Dalewood
Both concerns accepted and gone on for implementation.

Mrs. Bishop outlined two new Section 16 programs.
There is a proposed change to the Section 16 co-ordinator's status currently before the Board.

Colin Pryor has issued a report regarding the integration of developmentally handicapped students which is currently under review by senior administration. Mrs. Bishop felt this report would be of interest to the committee.

2. FIRE DRILL UP-DATE

Mr. Yurkiw has met with a representative from the Fire Department and the update will go before a committee of the Fire Department for approval after a review by Superintendent and Principal groups. This would supplant current procedure. Mr. Yurkiw hopes to have more information to share at the next meeting.

3. WHEELCHAIR SIGNS

Mr. Yurkiw confirmed Mr. Orlando has taken steps to ensure these signs are posted at schools with handicapped children.

4. DEAF EDUCATION REVIEW

Mr. Yurkiw reviewed the report for the committee members.

Discussion resulted from #6 and #7 - items stating Boards used in the survey would not be identified and that an overall report would be available, but not one by individual Board. Basic research instruments only will be shared with boards not involved in the study. Research methods require confidentiality in order to obtain honest answers and this was the reason for not identifying individual boards in the survey.

5. SECRETARIAL IN-SERVICE - COMMUNITY UPDATE

Mr. Yurkiw noted in-service of secretarial staff, especially new staff, would be an on-going process to make sure clerical staff are aware of resources that are available or where to go to find out answers to inquiries.

It was explained that Board secretarial positions are advertised, with applications being considered from permanent staff first, then any casual staff, prior to hiring outside of the system.

6. SPECIAL EDUCATION ANNUAL REVIEW - DISCUSSION

Mr. Yurkiw reviewed a handout from the Ministry of Education regarding the format for the 1989 Special Education Annual Review.

Mr. Yurkiw asked that a representative from SEAC sit on the Review Committee when it is in place. Mrs. Bishop offered to be the SEAC representative.

Mrs. Bishop noted Mrs. Trott had submitted a series of questions -
a) Do we know how many senior SLD students get promoted to high school?
b) How many identified LD students go into basic, general and advanced levels?
c) How many LD students complete secondary school?
d) How many LD students go to vocational school?
e) How well each exceptionality does and rates of success?

Discussion occurred regarding literacy, math and language levels, but Mr. Adams pointed out the difficulty of testing for each level and also the difficulty of gathering such information prior to the time all elementary schools are networked by computer to the Board.

NEW BUSINESS:

1. Budget Report

Mr. Greg Rutledge, Budget Supervisor, distributed an information package on Funding for Special Education. He reviewed the on-going yearly budget development process and answered questions. Mr. Rutledge explained the grant amounts received per child, and included information on government grants relating to special education needs.

2. Accommodation Report

(Postponed to next meeting)

NEW BUSINESS:

Adjournment

Moved by Mr. Desmarais:

That for the period of December 1, 1988 and ending November 30th, 1989, the SEAC meetings adjourn at 9:30 p.m. (21:30 hrs.) whether or not the agenda is completed.

Discussion followed and it was noted that a deadline would enforce some control regarding discussions; plus any meeting could be extended by a majority vote.

The motion was then put to a vote and **CARRIED.**

Lead in the Drinking Water Supply

Dr. Toby asked for information regarding this issue.

Mr. Kunc noted a memo had been sent to all schools to flush taps each day for a period of five minutes.

A short discussion followed and Dr. Toby then requested information as to how the Board was avoiding this problem in new buildings.

The meeting then adjourned.

Read and confirmed,

....
Chairman

cv

The Board of Education for the City of Hamilton

100 MAIN STREET WEST, P.O. BOX 558
HAMILTON, ONTARIO, CAN. L8N 3L1
TELEPHONE (416) 527-5092

Plant Department

TO ALL PRINCIPALS: 1988 12 06

When a school has been made accessible to the handicapped the Board has agreed to post signs (decal or metal) where necessary to indicate the location of that entrance(s). In addition where a washroom elevator or parking area is required to accommodate disabled persons, it should be identified by a sign consisting of the international symbol of accessibility for disabled persons and such other graphic or written directions as are needed to indicate clearly the type of facility available.

Attached access signs may be ordered through purchasing on an S.E.R. if the school (caretaker) is able to install them or submit an R.R.M. to the Plant Department if a contractor is needed to install the signs. In the case of an R.R.M., the signs will be provided by the contractor.

If further information is required please call myself or Fred Newman at 527.5092 ext. 348.

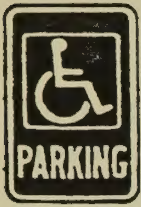
J. Riley,
Manager,
Engineering and Maintenance

JR/vb

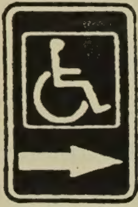
IMPORTANT: Rehabilitation International voted in January 1978 that "... The colour used for the Symbol shall be white on a dark blue background, to conform with international road sign conventions, unless there are compelling reasons to use other colours ..."

SYMBOL OF ACCESS SIGNS

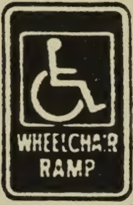
PARKING/DIRECTIONAL SIGNS with the Symbol of Access



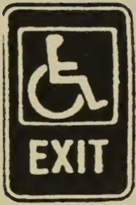
SA1222E



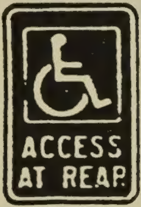
SA1224ER
SA1224EL Arrow left



SA1227



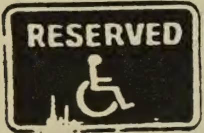
SA1237



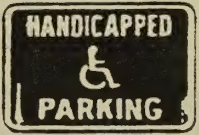
SA1233

12"x18"
EMBOSSED STEEL

Sturdy steel signs with deep embossed white border, symbol & lettering on blue background. Baked enamel finish, rounded corners and 2 mounting holes.

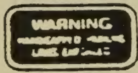


A1236A
Pric. — Embossed Steel:
1-5 @ $25.80 ea;
6 & Up @ $23.95 ea



SA1218E
Beaded (Reflective) Steel:
1-5 @ $31.85 ea;
6 & Up @ $28.25 ea

SUPPLEMENTAL SIGNS



SA1238

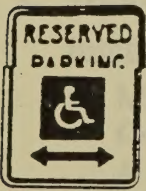
PERMIT REQUIRED

SA1239

VIOLATORS WILL BE FINED

SA1244

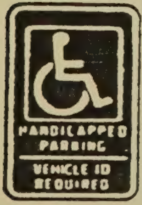
MOUNT THESE SIGNS BELOW THE 12" x 18" PARKING SIGNS
Flat Screened Steel Signs — 12" x 6"
Price: $20 50 ea



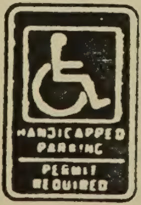
SA1240 12" x 18"

SYMBOL CROSSING AND PARKING SIGNS

Prices — Flat Screened Steel
Plain Steel:
1-5 @ $29.10 ea;
6 & Up @ $25.95 ea
Beaded (Reflective) Steel:
1-5 @ $35 60 ea;
6 & Up @ $31.50 ea



SA1236



SA1231†

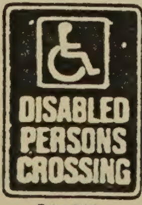
12" x 18"

Prices — Plain Steel:
1-5 @ $25.80 ea;
6 & Up @ $23.95 ea
Beaded (Reflective) Steel:
1-5 @ $31.80 ea;
6 & Up @ $28.25 ea

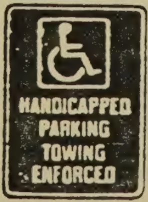
18" x 24" Embossed Steel

Manufactured to the same specifications as 12" x 18" signs described above.

Embossed Signs	1-5 @	$39 95 ea
	6 & Up @	36 75 ea
Beaded Embossed (Reflective)	1-5 @	$52 50 ea
	6 & Up @	48 80 ea



SA1225

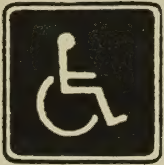


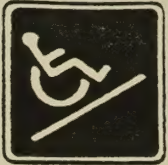
SA1226

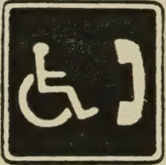
GRAPHIC SYMBOL SIGNS: Materials, Sizes & Sign Numbers

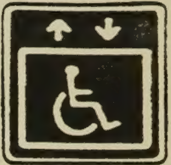
TABLE 1

Please use appropriate sign number from this table to order these signs. For sign prices, see Table 2 below. For matching Arrows, see Table 3 below.





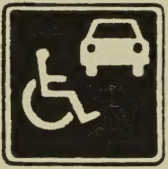


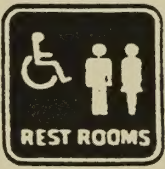


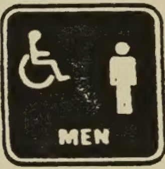
Material	Size	SYMBOL* (Design SA51) Sign Numbers	RAMP (Design SA52) Sign Numbers	TELEPHONE (Design SA53) Sign Numbers	ELEVATOR (Design SA54) Sign Numbers
Embossed Steel	12" x 12"	SA51-12E	SA52-12E	SA53-12E	SA54-12E
Polished Plastic	9" x 9" 6" x 6"	SA51-09P SA51-06P	SA52-09P SA52-06P	SA53-09P SA53-06P	SA54-09P SA54-06P

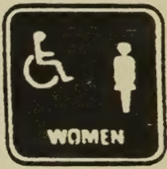
TABLE 1 continued

Please use appropriate sign number from this table to order these signs. For sign prices, see Table 2 below. For matching Arrows, see Table 3 below.









Material	Size	PARKING (Design SA55) Sign Numbers	RESTROOMS (Design SA56) Sign Numbers	MEN (Design SA57) Sign Numbers	WOMEN (Design SA58) Sign Numbers
Embossed Steel	12" x 12"	SA55-12E	SA56-12E	SA57-12E	SA58-12E
Polished Plastic	9" x 9" 6" x 6"	SA55-09P SA55-06P	SA56-09P SA56-06P	SA57-09P SA57-06P	SA58-09P SA58-06P

*Design SA51 is also available in 18" x 18" Embossed Steel (Sign #TC59) @ $35 75 ea or in Beaded Embossed (Sign #TC59BE) @ $42 50 ea

GRAPHIC SYMBOL SIGNS ARE MANUFACTURED FROM TWO DURABLE MATERIALS

EMBOSSED STEEL:
Heavy galvanized bonderized steel. Durable baked enamel finish. Deep embossed white borders, legends and symbols contrast with bright blue background. Round corners, 2 mounting holes.

PRICES FOR GRAPHIC SYMBOL SIGNS
To order Graphic Symbol Signs above: For each different sign desired, specify Quantity, Sign Number (from Table 1) and Price (from Table 2).

POLISHED PLASTIC:
Durable signs of polished plastic. Printing is protected by 1/16" thick, clear plastic for longer life. Polished plastic signs are easy to clean and vandal resistant. Pressure-sensitive adhesive backing for easy installation on most smooth, clean surfaces.

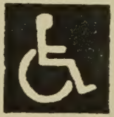
PRICES FOR ARROWS TO MATCH GRAPHIC SYMBOL SIGNS
To order Arrows, specify Quantity, Arrow Number and Price.

TABLE 2 - Signs Material	Size	Price Each 1-5	Price Each 6 & Up	TABLE 3 - Arrows Material	Arrow Size		Arrow Number	Price Each
Embossed Steel	12" x 12"	$21 75 ea	$19 25 ea	Embossed Steel	12" x 6"	⇨	SA12E	$16 05 ea
Polished Plastic	9" x 9" 6" x 6"	43 80 ea 26 00 ea	40 75 ea 23 95 ea	Polished Plastic	9" x 3" 6" x 2"	⇨	SA93P SA62P	22 00 ea 18 25 ea

SYMBOL OF ACCESS DECALS

VINYL DECALS

Widely Used! . . .
Easy To Apply!



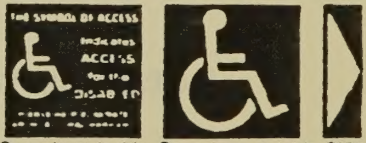
A permanent type pressure-sensitive vinyl decal with back adhesive. Use indoors or outdoors.

Quantity	Style SA35 3" x 3"	Style SA45 4" x 4"
80 (min)	$1 70 ea	$1.81 ea
100	1.55 ea	1.64 ea
250	1.38 ea	1.53 ea
500	1.02 ea	1.14 ea
1000 & Up	.74 ea	.91 ea

For Face Adhesive decals order Style SA-44DB.

DOUBLE FACED POLYESTER DECAL

Decal is 4" x 4"



Arrow is 2" x 4"

Seen from inside Seen from outside (With Arrow)

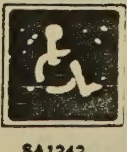
Face Adhesive For Use On Inside of Glass Doors or Windows

Large Symbol of Access shows on the outside with message on the inside. Matching face adhesive arrow available.

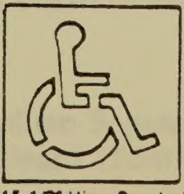
Decal SA44DB - Price:
25 @ $2.80 ea; 50 @ $2.20 ea; 150 @ $1.75 ea
Arrow SA44AB - Price; $2.20 ea

NO ACCESSIBILITY SIGNS

Alert handicapped people of entryways or doorways that are dangerous or not suitable for wheelchair traffic. 6" x 6" pressure-sensitive vinyl
Prices:
1-5 @ $11.00 ea
6 & Up @ 9 50 ea



SA1242
6" x 6"



15-1/2" High Symbol

SYMBOL OF ACCESS STENCIL

Use this Symbol to identify ramps and/or parking spaces reserved for the handicapped Size 20" x 20", .060 reuseable Plastic.

Item No. STEN2
$58.25 ea

100 Main Street West
Hamilton, Ontario
1988 12 12

To the Chairman and Members
Special Education Advisory Committee
Hamilton Board of Education

Ladies and Gentlemen:

RE: DEAF EDUCATION REVIEW

PREAMBLE

As a result of the interest surfaced at SEAC, I raised the question of the Deaf Education Review with the Minister's Advisory Council which met in Toronto on December 1 and 2, 1988.

Mr. Roy Wollaston, who appears to be co-ordinating the review, came to Committee in order to provide general information relative to the study.

QUESTIONS AND ANSWERS

1. *What is the composition of the Internal and External Review Teams?*

Internal Review Team

• Mr. Roy Wollaston Co-ordinator, Special Education & Provincial Schools Branch	Ministry of Education
• Mr. Guy Buller Superintendent	Sir James Whitney School
• Mr. Lindsay Moir Program Director, Secondary	The Robarts School
• Mr. Ron Hall Co-ordinator, Sign Language Programs/ Deaf Teacher	E. C. Drury School
• Ms. Donna Dewar Co-ordinator, Special Education, Communications	Toronto Board of Education
• Mrs. Mary Lamont Supervisor, Special Programs - Hearing	Metropolitan Separate School Board (Toronto)

External Review Team

• Dr. Bob Davila V. P. of Pre-College Programs	Gallaudet University Washington D.C.
• Dr. Michael Rodda Professor	University of Alberta
• Dr. Richard Stoker Director (effective Jan 1/89)	Central Institute for the Deaf St. Louis
• Dr. Gary Bunch, Associate Professor Faculty of Education	York University
• Dr. Carol Musselman, Associate Professor Department of Special Education	Ontario Institute for Studies in Education (OISE)
• Mr. Joe McLaughlin, Principal	Alberta School for the Deaf
• Mr. Donald Rutledge (recently retired)	former Associate Director of the Toronto Board of Education

2. ***Will organizations representing the deaf and deaf education communities be invited to participate?***

To assist the internal and external reviews, the Minister has announced the creation of an Advisory Committee composed of the following interest groups:

- The Canadian Hearing Society
- The Deaf Children's Society of Ontario
- Federation of Provincial Schools Authority Teachers
- The Ontario Association of the Deaf
- Ontario Chapter, The Canadian Hard of Hearing Association
- Ontario Interpreting Services
- Ontario School Trustees Council
- Ontario Teachers' Federation
- VOICE for the Hearing-Impaired Children

3. ***How were schools selected?***

- Geography (NSEW)
- Distance between schools
- Defined City
- County Boards
- Public/Separate

4. ***Which schools/boards are involved?***

- All provincial schools
- Two Toronto boards (Public/Separate)
- Ottawa
- Lincoln County
- Sudbury
- Lakehead
- Windsor

5. *What is the target population in terms of degree of auditory impairment?*

   Mr. Wollaston indicated that students with a greater than 70 db bilateral loss would be included in the study. He also indicated that 30% of students in provincial schools may have additional handicaps.

6. *Will Boards of Education be able to obtain the findings from individual boards included in the study?*

   Boards will not be identified in the study, and the Ministry will not make available the individual findings from other Boards. There will, of course, be an overall report sharing general findings of the Review.

7. *Will boards not included in the study receive a copy of any of the research instruments that will be used?*

   The review team will be prepared to share the basic instruments used in the study with boards not involved in the study.

8. *Will the Ministry share some of the areas they will be reviewing in their study?*
   - Effectiveness of pre-school programs
   - Teacher training
   - Use of interpreters
   - How pupil placement was determined
   - Social and emotional growth of students
   - Levels of competency (reading/mathematics, etc.)
   - Effectiveness of various methods of teaching communication (manual/oral/total communication, etc.)
   - Opportunities for post secondary education
   - Provision of Francophone programs, etc.

SUMMARY

The aforementioned is a summary of the information that administration gleaned at this meeting. Attached is a Ministry News Release (Appendix A) which will provide further details and elaboration relative to the review process. We hope that as additional information/instruments, etc. are shared with Committee members, these will be brought to SEAC for their further edification.

Prepared and submitted by:	**Peter S. Beveridge** Superintendent of Curriculum and Special & Educational Services
Approved by:	**Keith A. Rielly** Director of Education & Secretary

Ministry of Education / Ministère de l'Éducation
Ontario

News release Communiqué

Communication Services Branch, Mowat Block, 14th floor
Queen's Park, Toronto, Ontario M7A 1L2

Direction des communications, Edifice Mowat, 14e etage
Queen's Park, Toronto (Ontario) M7A 1L2

Reference:	Roy Wollaston (416) 965-2312	November 1, 1988 For Immediate Release

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The Ministry of Education will begin immediately a comprehensive review of educational programs for hearing-impaired students, Education Minister Chris Ward announced today.

The review will cover the three schools operated by the Ministry -- Ernest C. Drury School in Milton, the Robarts School in London, and the Sir James Whitney School in Belleville -- as well as a representative sample of English- and French-language programs offered by individual public and separate school boards. During the 1987-88 school year, approximately 1,500 hearing-impaired students were receiving their education in programs operated by local boards.

There will be two phases of the review:

In the first phase, an internal review committee of educators of the deaf, including representation from boards and the Ministry's provincial schools, will evaluate existing programs. The committee's work will involve staff, students, parents and local community groups. To examine educational opportunities for the deaf at the post-secondary level, the Ministry of Colleges and Universities will also take part in this review.

This first phase is expected to be completed by March, 1989, Mr. Ward said.

In the second phase, an external, independent review will be conducted by educators and persons with expertise in the field of deaf education but not employed in the jurisdictions under review. The external review team will study and validate the work of the internal review committee and consider other matters, if necessary. The external group will observe the programs reviewed, formulate conclusions and, in conjunction with the internal committee, provide a final report of its findings by next summer, Mr. Ward added.

Members of the external review will include: Dr. Gary Bunch, associate professor in the faculty of education at York University; Dr. Robert Davila, vice-president of pre-college programs at Gallaudet University in Washington D.C.; Joseph McLaughlin, principal of the Alberta School for the Deaf; Dr. Carol Musselman, associate professor in the department of special education at the Ontario Institute for Studies in Education; and Donald Rutledge, recently-retired associate director of the Toronto Board of Education.

"It's my intention to use the findings for a single cohesive purpose -- to improve deaf education in Ontario and maintain our leadership in providing the best possible facilities and programs for hearing-impaired children," Mr. Ward said.

To assist the internal and external reviews, Mr. Ward also announced the creation of an advisory group comprised of representatives from organizations within the deaf and deaf education communities. The advisory group will provide ideas and information to the teams throughout the review process.

Mr. Ward will invite participation in the advisory group from organizations such as the Ontario Association of the Deaf, Voice for Hearing Impaired Children, the Canadian Hearing Society, the Deaf Children's Society of Ontario, the Ontario Educators of the Hearing Impaired, the Ontario Chapter of the Canadian Hard of Hearing Association, Ontario Interpreting Services, The Ontario Teachers' Federation, the Ontario School Trustees Council, and the Federation of Provincial Schools Authority Teachers. He will also invite the participation of other interest groups involved with the deaf.

Finally, Mr. Ward announced that a research project will be commissioned to compile and summarize the most recent findings in deaf education.

-30-

Excerpts: 1.

REVIEW OF PROGRAMS FOR THE HEARING IMPAIRED

1. OVERVIEW

The review of the educational programs for hearing impaired students in Ontario will be conducted employing a modified form of the Co-operative Evaluation and Development of Schools Systems (CEDSS) model.

The review will have the following traditional CEDSS components:

- an internal review, carried out over a period of approximately five months and involving staff, students and parents in a process of self evaluation;
- an external review, carried out over a shorter period (two weeks), by persons expert in the field but not employed in the jurisdiction under review;
- the development of separate review reports by internal and external teams;
- a co-operative Review meeting at which the internal and external teams will meet to discuss and compare findings;
- a final report identifying areas of agreement, disagreement and recommendations.

.../2

The review will differ from the traditional CEDSS model in the following ways:

- It will be provincial in scope involving both Ministry and board programs.
- An advisory committee, composed of advocacy groups and stakeholders, will be convened to provide regular input to both the internal and external teams.
- A research project, involving a review of the literature, will be conducted in order that the review be supported by a sound research base in addressing topics of a controversial and sensitive nature.
- In order to ensure that all issues are fully addressed, an advisory committee, composed of representatives of the Ministry of Education, Ministry of Colleges and Universities and the Office for Disabled Persons will be formed to assist in the co-ordination of the review.

.../3

4. SCOPE OF THE REVIEW

The review will assess programs for the severe and profound hearing-impaired students delivered by the Provincial Schools and by a sample of school boards in Ontario.

- The review will examine provincial programs at:

  The Robarts School

  The Ernest C. Drury School

  The Sir James Whitney School

  The Teacher Education Centre (Belleville)

  Centre Jules-Leger, Ottawa

- The programs at the following school boards will be reviewed:

  The Lincoln County Board of Education

  The Metropolitan Toronto School Board

  The Metropolitan Separate School Board

  The Ottawa Board of Education

  The Ottawa Roman Catholic Separate School Board

  The Sudbury Board of Education

  The Sudbury Roman Catholic Separate School Board

  The Windsor Board of Education

These boards are a representative sample for the province and will allow for public and separate as well as French and English language programs to be reviewed.

- Post-secondary institutions as identified by the Ministry of Colleges and Universities

E. 4

5. AREAS TO BE REVIEWED

- The levels of academic competency achieved by graduates of programs for the hearing impaired;
- The appropriateness of identification, placement and review procedures for hearing impaired children, including an assessment of the availabity of various types of programs in different parts of the province;
- The training and certification teachers of the deaf and an identification of any barriers which may exist to the employment of teachers who are deaf;
- The policy development process for hearing impaired programs, including the role of advisory committees;
- The appropriateness of communication systems employed and taught in programs for the hearing impaired;
- Opportunities and support mechanisms for post-secondary education for the hearing impaired in Ontario;
- The provision of pre-school and parent and family services;
- The use of interpreters;
- The provision of program and services for French language students

6. ADVISORY COMMITTEE

The conflicting views of the various advocacy groups and stakeholders are strongly held and rigorously expressed. It is essential that, in the course of this review, these groups be kept informed on matters related to the review and be presented with the opportunity to present their views and positions to both the internal and external review teams. An advisory committee, therefore, will be formed composed of the following interest groups:

The Canadian Hearing Society

The Deaf Children's Society of Ontario

Federation of Provincial Schools Authority Teachers

The Ontario Association of the Deaf

Ontario Chapter, The Canadian Hard of Hearing Association

Ontario Educators of the Hearing Impaired

Ontario Interpreting Services

Ontario School Trustees Council

Ontario Teachers Federation

VOICE for the Hearing-Impaired Children

PROCEDURES FOR SCHOOL BOARDS
IN THE PREPARATION OF

A REPORT TO THE
MINISTER OF EDUCATION

ON THE PROVISION OF
SPECIAL EDUCATION PROGRAMS
AND SPECIAL EDUCATION SERVICES

MAY 1989

Ontario

A. REQUIREMENTS OF SCHOOL BOARDS

Each school board's submission will consist of two parts, as described below:

PART I: THE ANNUAL REVIEW OF THE SPECIAL EDUCATION PLAN 1988-1989

In accordance with Regulation 274, as amended by O. Reg. 77/86, each school board is required to maintain its special education plan, review it annually, amend it from time to time to meet the current needs of its exceptional pupils, and submit any amendment(s)* to the Minister for review on or before the 15th day of May in each year.

Where the board indicates that the special education plan, as approved by the board for the preceding school year, will not require any amendment and will remain in effect for the next school year, the board resolution(s) shall so indicate.

* NOTE:

An amendment is any change by way of modification, addition or deletion of programs, services and/or personnel approved by the school board, as a result of any review of the board's special education plan.

The annual review process will:

- be conducted in accordance with the board's special education plan and approved by the board;

- involve the board's Special Education Advisory Committee (SEAC) throughout all stages of the review process, including its recommendation to the board that the results of the review be approved for submission to the Minister of Education;

- ensure that an up-dated copy of the complete plan is available at the board office;
- include ongoing consultation with appropriate personnel from the regional office of the Ministry of Education;

In reporting the results of the annual review to the Minister of Education, the board shall provide:

AMENDMENT(S)

1. EITHER a) a statement that no amendment was made to the board's special education plan, subsequent to the 1987 report and the 1987-88 annual review submission to the Minister of Education;

   OR b) a copy of any amendment(s) to the special education plan, with respect to the education of exceptional pupils.

RESOLUTION(S)

2. a copy of the resolution(s) approving the annual review of and any amendment(s) to the board's special education plan.

   Where a school board does not have a minority language section, one board resolution shall be submitted.

   Where a school board has a minority language section, two resolutions shall be submitted: a resolution of approval by the majority language section of the board and a resolution of approval by the minority language section of the board.

PART II: A REPORT ON THE PROVISION OF SPECIAL EDUCATION PROGRAMS AND SPECIAL EDUCATION SERVICES FOR EXCEPTIONAL PUPILS

For the school year 1988-89, each school board is required to report on its provision of special education programs and special education services. The following areas will be addressed separately in the report:

a. a list of the specific special education programs being provided for exceptional pupils at the elementary and secondary level;

b. the continuum of placement options available in all divisions (spectrum of educational settings);

c. the type of support personnel including role descriptions, available to exceptional pupils, by exceptionality grouping.

In addition, boards may describe any programs or practices that are innovative or exemplary.

B. THE 1989 SUBMISSION TO THE MINISTER OF EDUCATION

Each school board is requested to forward six (6) copies of the submissions, as described in Parts I and II, to the Regional Director of Education not later than May 15, 1989.

MINISTRY OF EDUCATION - CENTRAL REGION

1989 SPECIAL EDUCATION REPORT: FORMAT FOR ESSENTIAL ELEMENTS

While recognizing that a certain uniqueness of presentation is appropriate and to be accommodated, some "advance organizers" to expedite the efficiency of the report review process would be highly appreciated by the ministry committee. The following outlines a recommended format for a school board's submission.

1. Covering Letter

2. Index Page (to accompanying submission)

3. Dated Copy of the SEAC Recommendation(s) to Board, with respect to outcomes of the annual review

4. Dated Copy of Board Resolution(s) pertaining to the 1989 Report

5. Amendment(s) Statement, expressed either as:

   a) Confirmation of Intent to Maintain Current Provisions with respect to delivery of special education programs and services;

   OR

   b) Notice of Amendment to Existing Delivery Model (including an explicit listing of each amendment);

6. Supportive Documentation pertaining to Amendment Statement #5(b)
   - Listing of documentation provided as Appendices
   - Appendices cross-referenced to the number of the amendment and to the section and page numbers of the board's existing special education plan (with indication of revised or new insert pages)

   Please note: When a board is publishing an updated version of its complete plan, a revised copy (and an indication that it is a complete replacement) should also be forwarded to maintain accurate reference for ministry files).

7. A concise, precise, indication (may include chart, list, checklist, pamphlet, etc.) of the information requested in Part II a, b, c of the report preparation guide: Procedures for School Boards 1989. It is expected that this information be presented in a format deemed most appropriate by each board as a graphic representation of its service delivery.

8. A listing of any resource documents, administrative forms, or communication pamphlets related to special education which have been initiated or implemented by the board in support of quality refinements.

Please note: This year an invitation will be extended to each school board's supervisory officer responsible for special education in the Central Region to meet with the Ministry Review Committee and participate in the discussion pertaining to his/her board's report submission.

AL/cmj/eb
1989 REPORT

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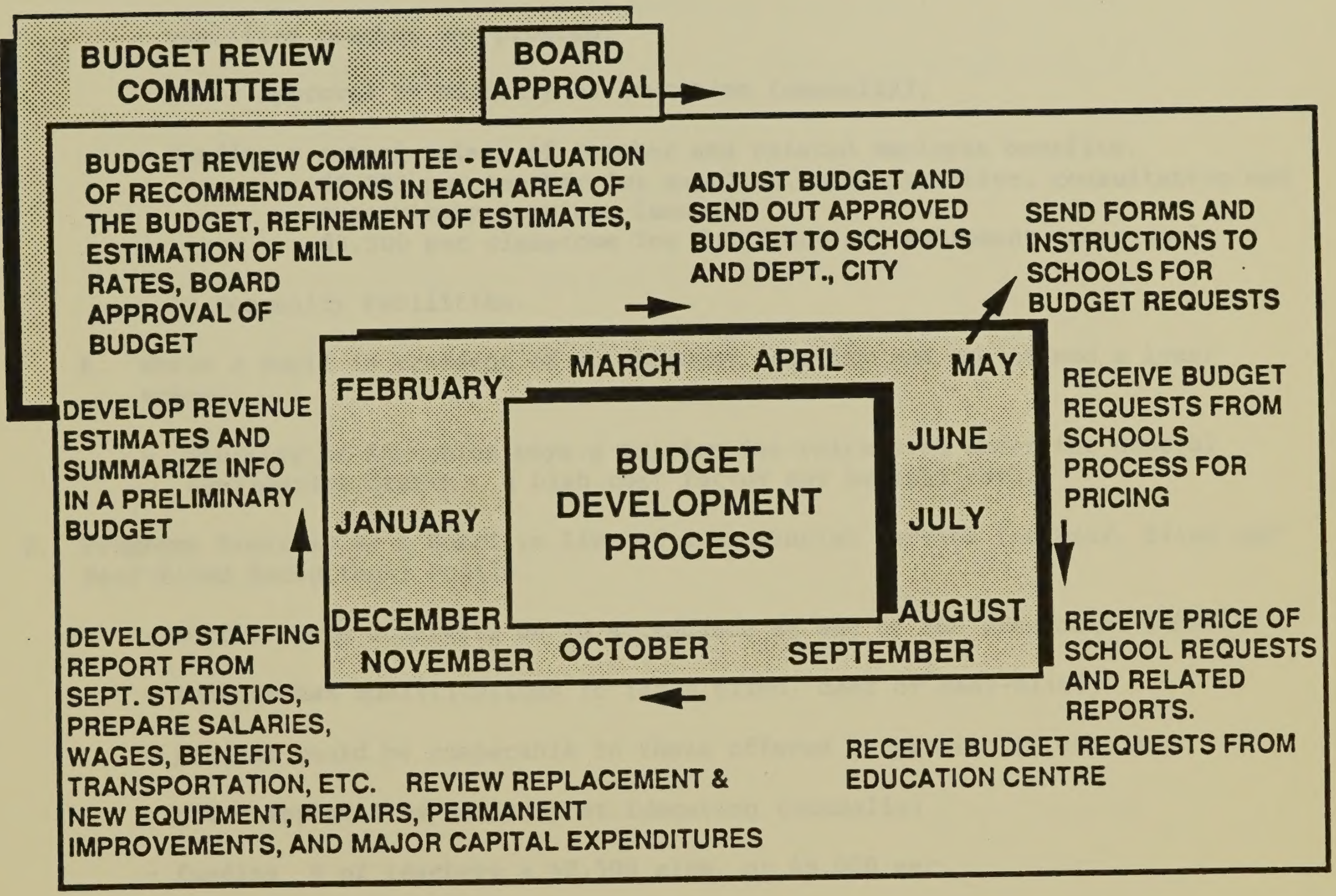
BUDGET REVIEW COMMITTEE
BOARD APPROVAL
BUDGET REVIEW COMMITTEE - EVALUATION OF RECOMMENDATIONS IN EACH AREA OF THE BUDGET, REFINEMENT OF ESTIMATES, ESTIMATION OF MILL RATES, BOARD APPROVAL OF BUDGET
ADJUST BUDGET AND SEND OUT APPROVED BUDGET TO SCHOOLS AND DEPT., CITY
SEND FORMS AND INSTRUCTIONS TO SCHOOLS FOR BUDGET REQUESTS
FEBRUARY
MARCH
APRIL
MAY
JUNE
JULY
AUGUST
SEPTEMBER
OCTOBER
NOVEMBER
DECEMBER
JANUARY
BUDGET DEVELOPMENT PROCESS
RECEIVE BUDGET REQUESTS FROM SCHOOLS PROCESS FOR PRICING
RECEIVE PRICE OF SCHOOL REQUESTS AND RELATED REPORTS.
RECEIVE BUDGET REQUESTS FROM EDUCATION CENTRE
DEVELOP REVENUE ESTIMATES AND SUMMARIZE INFO IN A PRELIMINARY BUDGET
DEVELOP STAFFING REPORT FROM SEPT. STATISTICS, PREPARE SALARIES, WAGES, BENEFITS, TRANSPORTATION, ETC.
REVIEW REPLACEMENT & NEW EQUIPMENT, REPAIRS, PERMANENT IMPROVEMENTS, AND MAJOR CAPITAL EXPENDITURES

FUNDING FOR SPECIAL EDUCATION

1. Educational Programs for Pupils in Government-Approved Care and/or Treatment Facilities (commonly known as Section 16: example - Arrell Observation Home)

   A. Where a pupil cannot attend local schools:

      - written agreement;

      - qualified teacher for program;

      - prior approval by Ministry of Education (annually);

      - funding = actual salary of teacher and related employee benefits.
        $2,205 per teacher for supplies, administrative, consultative and supervisory services (annual)
        $3,300 per classroom for furniture and equipment (one time);

      - 12 Community Facilities.

   B. Where a pupil is resident of an approved facility and can attend a local school:

      - Ministry of Education pays a tuition fee calculated under the General Legislative Grants. A high cost factor may be applicable.

2. Programs Provided By a Board in Lieu of a Provincial Service for Deaf, Blind and Deaf-Blind Exceptional Pupils.

   - pupils would otherwise be in attendance at one of the provincial schools;

   - teacher has qualifications to teach blind, deaf or deaf-blind;

   - program would be comparable to those offered by provincial schools;

   - prior approval by Ministry of Education (annually)

   - funding # of teachers x 42,500 elem. or 49,000 sec.

3. Trainable Retarded Pupil Grant

   $4,765 x # pupils enroled in trainable retarded schools and classes (1987: $4,560).

4. General Special Education Grant

   - elementary: $215 x # pupils enroled in elementary schools (1987: $206)

   - secondary: $154 x # pupils enroled in secondary schools (1987: $147).

3

5. Personalized Special Education Equipment

   - pupil requires instructional, care and mobility equipment at the school;
   - application includes pupil information, statement from external clinical specialist and an invoice;
   - prior approval by Ministry of Education (annual);
   - funding = approved amount is x 90% recognized for grant purposes.

6. Capital Allocations

   - included in the Board's Capital Expenditures Forecast - due each October or November;
   - detail needs along with appropriate justification;
   - approvals are usually announced in the following April or May.

7. Transportation

   - grants are determined on the size of vehicle

W. G. Rutledge

1988 12 09

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BOARD OF EDUCATION FOR THE CITY OF HAMILTON
BUDGET SUMMARY

	1987		1988		INCREASE	
	$'000	%	$'000	%	$'000	%
EXPENDITURES						
Salaries & Wages, Employee Benefits	147,165	81.1	158,453	78.7	11,288	7.7
Travel, Personnel Training & Bursaries	735	0.4	995	0.5	260	35.4
Books, Energy, Repairs & Supplies	19,472	10.7	22,410	11.1	2,937	15.1
Replacement & New Equipment	2,401	1.3	4,019	2.0	1,618	67.4
Debt Charges	2,295	1.3	1,568	0.8	(727)	(31.7)
Capital from Current & Perm. Improvements	847	0.5	1,795	0.9	948	111.9
Rentals, Fees & Contractual Services	5,113	2.8	6,343	3.2	1,230	24.0
Transfers to Other Boards & Other	3,419	1.9	5,542	2.8	2,123	62.1
Total Expenditure Budget	181,448	100.0	201,125	100.0	19,677	10.8
REVENUES						
Levy for Mill Rate	105,747	58.3	115,543	57.4	9,796	9.3
Suppl. Taxes, T.& T., P.I.L., Surplus & Trfs	8,045	4.4	8,888	4.4	843	10.5
Provincial Grants	59,332	32.7	64,548	32.1	5,216	8.8
Other Revenue	8,324	4.6	11,601	5.8	3,277	39.4
Refund of Taxes	0	0.0	545	0.3	545	
Total Revenue Budget	181,448	100.0	201,125	100.0	19,677	10.8
Levy						
Board of Education Levy (as above)	105,747		115,543		9,796	9.3
Additional Levy by City re prior year short-fall of tax collection	194		194		0	0.0
Total Levy	105,941		115,737		9,796	9.2
Residential Mill Rates						
Elementary	73.9790		80.9599		6.9809	9.4
Secondary	54.3880		57.1976		2.8096	5.2
Education Mill Rate	128.3670		138.1575		9.7905	7.6
City Mill Rate	83.9779		87.7568		3.7789	4.5
Region Mill Rate	69.3371		73.3153		3.9782	5.7
Total Mill Rate	281.6820		299.2296		17.5476	6.2
Taxes on Average $5,000 Assessment						
Education	641.84		690.79		48.95	7.6
City	419.89		438.78		18.89	4.5
Region	346.69		366.58		19.89	5.7
Total Taxes on $5,000 Assessment	$1,408.42		$1,496.15		$87.73	6.2

REVISED APR

(5)

REGULATION

GENERAL LEGISLATIVE GRANTS, 1988

PUBLIC, SEPARATE AND SECONDARY SCHOOL BOARDS

Made under the Education Act

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granted and in which French is the language of instruction for pupils whose first language is not French, and the course is in a subject other than French or is a special course in the subject of French designed for graduates of an elementary school program of extended or immersion French, the board shall be paid a grant of $3,120 except that such grant shall not be paid in respect of a course that increases the total number of such courses in a grade at the school to more than four.

PART 4

GRANTS FOR THE PROVISION OF SPECIAL EDUCATIONAL PROGRAMS AND SERVICES

12. The grants payable under this part do not pertain to an isolate board or a board appointed under section 70 of the Act.

13. Subject to the approval of the Minister, a board shall be paid a grant equal to the product of,

(a) the portion of the A.D.E. for 1988 for the board calculated under sections 2 and 4 of Ontario Regulation 127/85 (Calculation of Average Daily Enrolment) that is in respect of day school and summer school resident-internal and resident-external pupils of the board who have the right to attend under subsection 73 (1) of the Act and are enrolled in a school or class for trainable retarded pupils;

(b) $4765, and

(c) the T.R.W.F. for 1988 for the board.

14. Subject to the approval of the Minister, a board shall be paid a grant equal to the product of,

(a) the portion of the A.D.E. for 1988 for the board calculated under section 2 of Ontario Regulation 127/85 (Calculation of Average Daily Enrolment) that is in respect of resident-internal and resident-external pupils of the board other than pupils enrolled in a school or class for trainable retarded pupils;

(b) $215 in the case of an elementary school pupil or $154 in the case of a secondary school pupil; and

(c) the G.W.F. for 1988 for the board.

15. Where in 1988 a board provides in its schools a day school special education program in lieu of an education program provided in a provincial school for the blind and the deaf or such other program approved by the Minister, the board, subject to the approval of the Minister, shall be paid a grant equal to the product of,

(a) the sum, acceptable to the Minister, of the number of teachers and one half of the number of teacher-aides who in each case are employed by the board for the purpose of providing such a special education program; and

(b) $42,500 in the case of a program for elementary school pupils or $49,000 in the case of a program for secondary school pupils.

8

16. - (1) Where a board employs a teacher to provide an educational program in,

(a) a psychiatric facility as defined in paragraph 26 of section 1,

(b) an approved charitable institution as defined in the Charitable Institutions Act;

(c) an agency approved under subsection 8(1) of Part I (Flexible Services) of the Child and Family Services Act, 1984;

(d) an approved home as defined in the Homes for Retarded Persons Act;

(e) a place of temporary detention, open custody or secure custody continued or established under subsection 85(1) of Part IV (Young Offenders) of the Child and Family Services Act, 1984;

(f) a home for special care approved or licensed under the Homes for Special Care Act;

(g) a Crippled Children's Treatment Centre classified as a Group K Hospital under the Public Hospitals Act;

(h) The Hospital for Sick Children, Toronto;

(i) The Children's Hospital of Eastern Ontario, Ottawa;

(j) Bloorview Children's Hospital, Toronto;

(k) Children's Hospital of Western Ontario, London;

(l) Lyndhurst Hospital, Toronto;

(m) a hospital in which an education program is discontinued subsequent to December, 1980 as a result of dissolution of a board established under section 70 of the Act;

(n) a home approved or licensed under the Nursing Homes Act,

(o) a correctional institution as defined in the Ministry of Correctional Services Act;

(p) a place of secure or open custody designated under section 24 of the Young Offenders Act (Canada) or place of temporary detention designated under subsection 7(1) of that Act.

that is situated within the area of jurisdiction of the board and in which no education program is provided by the Ministry and the Minister approves such education program, the board shall be paid a grant equal to,

(q) the expenditure in 1988 for salary and related employee benefits of the teacher and an additional amount not in excess of $2,205 per teacher in respect of the expenditure of the board for administrative, consultative and supervisory services, for replacement of furniture and equipment and for the purchase of instructional supplies in respect of such program, and

(r) expenditure in 1988 for salary and related employee benefits of a teacher-aide to assist a teacher in the provision of such educational program and an additional amount not in excess of $1,075 for each such teacher-aide.

(2) The approval of the Minister referred to in subsection (1) shall be given only where the board has entered into a written agreement with the facility, home or institution, or the administrator thereof, setting out the responsibilities of the facility, home or institution for the provision of accommodation and the responsibilities of the board for the provision of the education program, including the number of teachers that the board agrees to provide.

(3) Where a board referred to in subsection (1) incurs an expenditure for furniture or equipment or both for a classroom for an education program referred to in subsection (1), the board shall be paid a grant equal to the approved portion of such expenditure, except that the grant in respect of furniture and equipment for the classroom shall in no case exceed $3,300.

(4) Where a board enters into a written agreement with a facility or hospital referred to in subsection (1), or with the administrator of such facility, to provide an educational program that was previously provided in the facility or hospital by the Ministry and the Minister approves such education program, the Minister may pay the board, in lieu of other grants payable under this Regulation in respect of the program, an amount equal to the operating cost that is approved by the Minister for the program.

PART 5

GRANTS FOR HERITAGE LANGUAGE INSTRUCTION

17. Where in 1988 a board other than an isolate board or a board appointed under section 70 of the Act conducts classes for heritage language instruction in a language other than English or French that are approved by the Minister, the board shall be paid a grant in respect of each such class that is equal to the product of $36.00 and the number of hours of classroom instruction during 1988 except that where the quotient obtained by dividing the number of elementary school pupils enrolled in all such classes conducted by the board by the number of such classes is less than 25, the $36.00 per hour rate is reduced by the product of $.85 and the difference between such quotient and 25.

PART 6

ADJUSTMENT IN RESPECT OF CHANGE IN TAX REVENUE

18. In this Part,

(a) "equalized assessment for a board for 1987" means equalized assessment for a board as defined in Ontario Regulation 98/87 (General Legislative Grants);

(b) "change in taxation for 1987" for a board is calculated as follows,

$$\frac{A - B}{A} \times C$$

MEMO

1988 10 21

TO: Board Personnel

FROM: Robert G. Adams, Coordinator
Special Education Department

RE: **Special Education Department Program Listing**

Please find attached current information regarding the organization of the Special Education Department and the programs, staff and location of services provided by our Board.

Please feel free to contact your area's Special Education Consultant or the Department at any time relative to information pertaining to Special Education.

Also attached is a copy of the Special Education Department Area/Portfolio Responsibilities, for your information. Please note this page is still under revision pending the hiring of additional staff.

Bob

RGA:kh
attached

THE BOARD OF EDUCATION FOR THE CITY OF HAMILTON

SPECIAL EDUCATION DEPARTMENT

1988-1989

TEACHER & PROGRAM LISTING

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Language and Speech Improvement Programs

Eastmount Park	Sandra Gray
	Eva Rungi
Elizabeth Bagshaw	George Cooper
	Heather Dear
Lisgar (Total Communication)	Joan Tressel
Seneca (Primary)	Janet Thomas

Specific Learning Disabilities Programs

Adelaide Hoodless	Elizabeth Dinney
Cardinal Heights	Roy Valinga
Cecil B. Stirling	JoAnn Christian
Eastmount Park	Marlene Dunham
Elizabeth Bagshaw	Ruth Allan
	Barbara La Flamme
	Leah Schwenger
	Ursula Spriggs
Fairfield	Carl Hardman
	Kathryn Meyer
Franklin Road	Karen Hahn
Gibson	Carol Mobberley
Hillcrest	Diane Moore
	Linda Welsh
King George	Judy Hodgins
	Pamela Peterson

Specific Learning Disabilities Programs - (continued)

James MacDonald	Michael Duckworth
Lake Avenue	Jean Morden
Linden Park	Cheryle Brown
Lloyd George	Kathryn Goodin
Memorial	Donna Kehoe
Mountview	Judith Smail
Parkdale	Doris Wakabayashi
Pauline Johnson	Christine Markham
Prince of Wales	Carol Dudgeon Elaine Panting
Queen Mary	Linda Shields
R. A. Riddell	Elizabeth Poad
Robert Land	Jennifer Wilson
Rosedale	Linda McIntosh Linda Tryon
Ryckman's Corners	Karen Price
Sir Isaac Brock	Sharon Reading
Stinson Street	Christine Johnson
Strathcona	Diane Sockett
Tweedsmuir	Alexandra Mazza
Viscount Montgomery	Linda Sixsmith Lillian Somerville
Westview	Al Marshall
Westwood	Debbie Souter

III. INTELLECTUAL EXCEPTIONALITIES

Elementary Self-Contained Gifted Program

Dalewood	Ellen Collington Helen Demczuk
Fernwood Park	Mark Cunningham
George R. Allan	Mitch Pawlasek
Hampton Heights	Dennis Allen Philip Beaudoin
Linden Park	Larry MacDonald
Queen Victoria	Mary Crane
W. H. Ballard	Laurel Krawetz Ross MacIntosh Priscilla Skoropada
Westview	Penny Allen Marilyn Hladun
Westwood	Marlene Gillan

Secondary Self-Contained Gifted Program

Westmount	(English)	Grade 9	Catharine North
		Grade 10	Sandy Flegg
	(Geography)	Grade 9/10	John McCutcheon
	(Mathematics)	Grade 9/10	Dale Howlett
	(Science)	Grade 9	Phylis Festing
		Grade 10	Ken Watson
	(History)		Nora Crawford

Primary Gifted Learning Resource Teachers

Area 1	Franki Johnstone
Area 2	Betsy Durritt
Area 3	Alison Preece
Area 4	Mary Haylock
Area 5	Joanne Neath

(Resource Room and answering machine located at Queen Victoria School)

Secondary Gifted Learning Resource Teachers

Barton	Richard Moll
Delta	Ethel Thayer
Georges P. Vanier	Sara Weedon-MacDonald
Glendale	Martin Cooper
Hill Park	Walt Michalsky
Scott Park	Thomas Tooke
Sherwood	Barry Curtis
Sir Allan MacNab	Heather Van Fleet
Sir John A. Macdonald	Al Kingston
Sir Winston Churchill	Alex Komarniski
Westdale	Bill Bradnam
	David Dayler
	Erin Gibson
Westmount	Wendy Sherwood

General Learning Disabilities Programs

Allenby (Primary)	Karen Maerz
Cecil B. Stirling	Neil Smith

General Learning Disabilities Programs - (continued)

Centennial	Mavis Brown
Dr. J. Edgar Davey	Christine Benicki
	Claudia Dalgleish
Elizabeth Bagshaw	Gail Andrews
	Elaine Nikolic
Franklin Road	Valerie Baker
George L. Armstrong	Julia Herron
Gibson	Beth Brennan
(Primary)	Nora Majik
Hess Street	Chuck Buttle
	Ingvar Rammo
Hillcrest	Margaret Ellison
	Marjorie Cook
James MacDonald (Primary)	Alyson Gibson
King George	Joanne Green
Lake Avenue	Francis Cartlidge
	Jayne Trafford
Lloyd George	Sharron Brush
Mountview (Primary)	Pat Elson
Peace Memorial	Linda Wolski
Prince of Wales	Ed Grodecki
Queen Mary	John Gumbert
	Colleen Ireland
	Carol Pickup

General Learning Disabilities Programs - (continued)

R. A. Riddell	Helen Senson-D'Addario
Red Hill	Deborah Ondercin-Bourne
(Primary)	Helen Hubar
Richard Beasley	Gail Belisario
Robert Land	Laura Manente
Roxborough Park	Marie Gallacher
Sanford Avenue	Max Mitchell
Seneca	Steven Davidge
	Mary L. Walker
Tweedsmuir	Barbara-Anne Griffith

Schools for the Trainable Retarded

Vincent Massey	Margot Armit
	David Davies
	Gary Greer
	Patricia Holbrook
	Walter Moir
	Larissa Ostapowicz
	Winnifred Sleep
	Gladys Toze
	Daniel Wallace

Elementary Satellite Programs for the Trainable Retarded

Chedoke	Jeannette DeBruyn
	Margaret Genge

Elementary Satellite Programs for the Trainable Retarded - (continued)

Linden Park	Jane Chudzik Lorraine Jones
Lisgar	Dale Cornish
Prince Philip	Patricia Holland Faye Holland
Queen Victoria	Barbara Plunkett Sandra Nelson
Seneca	Rosemary McShane Sharon Short
Viscount Montgomery	Byron Humphrey Patricia Stephenson

Secondary Satellite Programs for the Trainable Retarded

Hill Park	Jackie Longden Rita Sorger
(Behavioural)	Anna Kachmar
Sherwood	Sharon Avery
Sir Winston Churchill	Robert Hazel Alex Prince
Westdale	Charles Badder Lois Rhodes

Developmental Centre Programs

Huntington Park	Heather Greenleaf Marcia Rottman

IV. PHYSICAL EXCEPTIONALITIES

Orthopaedically Impaired Programs

Holbrook	Patricia VanBoom
(Cerebral Palsy Centre)	Maureen Kostal
Lisgar	Margaret Huber
Sherwood	Richard Brawn

Resource Teacher for the Visually Impaired

Vern Ames	May Nugent

V. MULTIPLE EXCEPTIONALITIES

Assessment Program

Glen Echo	Juanita George Dawn Mutton

VI. RESOURCE WITHDRAWAL PROGRAM (PILOT)

General Learning Disabilities

Adelaide Hoodless	Sheila Wilson
Bennetto	Rick Ambis Robert McLean
Burkholder	Chris Rothwell
Central	Sharon MacDonald
Dalewood	Mike Ryan

General Learning Disabilities (Withdrawal Program) - (continued)

Hillsdale	Sandra Peters
W. H. Ballard	Frank Jaklitch
Woodward	Bob McCourt Al Mutart

Specific Learning Disabilities

Adelaide Hoodless	Doreen Lee
Chedoke	Linda Sterling Pat Wardle
Glen Brae	Gary Krupa
Hampton Heights	Jim Garden
Prince Philip	Carol Snively Susan Uberig
Thornbrae	Linda Kruttek
W. H. Ballard	Adele Rayment
Westmount	Alison Tweedy

Behavioural Exceptionalities

Chedoke	Mosche Freedman

LEARNING RESOURCE PROGRAM

Elementary Learning Resource Teachers

A. M. Cunningham	Marilyn Hinks
Adelaide Hoodless	Anne Marie Marion
Bennetto/Tweedsmuir	Lyndia Hendry

Elementary Learning Resource Teachers - (continued)

Buchanan Park/Ryckman's Corners	Marg Sanders	
Burkholder/Woodward	Al Mutart	
Cardinal Heights/Pauline Johnson	Sharyn Panchuk	
Cecil B. Stirling	Lucille McGlynn	
Centennial	Bob Morrallee	
Chedoke	Dick Bosher	
Comley/Thornbrae	Ted Ward	
Dalewood	Diana Beatty	(0.5)
Dr. J. Edgar Davey/Central	Louise Lieberman	
Earl Kitchener	Kathryn Youngblood	
Eastmount Park/Ridgemount	Sally Scott	
Elizabeth Bagshaw	Lynne LaPierre Pat Hutchinson	
Fernwood Park/Vern Ames	Wayne Gowland	
Franklin Road/Richard Beasley	Madeleine Spilak	
George L. Armstrong	Janice Page	
George R. Allan	Melanie Cooper	
Gibson/Prince Philip	Judy Page	
Glen Brae/Glen Echo	Helene Oliphant	
Hampton Heights	Susan Cirulis	
Hess Street	Sandra Zumstein	
Hillcrest	Pat Wilcox	
Holbrook/Holbrook (Sir Allan MacNab)	Molly Gerofsky	
James MacDonald/Seneca	Nancy Ruddle	
King George/Sanford Avenue	Janet Dove	

Elementary Learning Resource Teachers - (continued)

Lake Avenue	Nancy Smith	
Lawfield	Jan Colohan	
Linden Park/Huntington Park	Judy Woods	
Lisgar/Peace Memorial	Sheila Mowbray	
Lloyd George	Lorrie Clark	(0.5)
Memorial	Judy Peale Ward	
Mountview/R. A. Riddell	Christa Uhrenbacher	
Norwood Park/Peace Memorial	Marina Intson	
Pauline Johnson	Sharon Oulahan	(0.5)
Prince of Wales	Susan Bradley	
Queen Mary	Ronnica Reid	
Queensdale	Tanya Moore	(0.5)
R. A. Riddell	Malcolm Penny	
Red Hill/Parkdale	Mary Ashby	
Robert Land/Allenby	Jane Snider	
Rosedale/Fairfield	Bob Martin	
Roxborough Park	Cecile Aurini	
Ryerson	Maxine Martineau	
Sir Isaac Brock/Hillsdale	Mary Rishaur	
Stinson Street	Linda Booth	(0.5)
Strathcona/Queen Victoria	Diane Hill	
Viscount Montgomery	Bruce Quinn	
W. H. Ballard	Sandra Cole	
Westwood	Karen Logan	
Westview	Jane Sherwood	

Composite Secondary Learning Resource Teachers

Barton	Walter Parsons	
Delta	Paul Smith	
Georges P. Vanier	Lise Beaulac	
Glendale	Elizabeth Eickmeier	
Hill Park	Ann MacDonald	
Scott Park	Logan Baird	
Sherwood	Jacqueline Volterman	
Sir Allan MacNab	William Thwaites	
Sir John A. Macdonald	Kelly Grafton	
Sir Winston Churchill	Barbara Munford	
Westdale	Gwen French	(0.5)
	Joanne Restivo	
Westmount	Gwen French	(0.5)
	Charles DeFalco	

Vocational Secondary Learning Resource Teachers

Ainslie Wood	David Easton
	Jeanette Janssen
Albion	Judy Hopkins
	Elaine Poot
Briarwood	Albina Chiasson
Caledon	Marnie Iaquinto
Crestwood	John Webster
Parkview	Russ McCrory

COMMUNITY FACILITIES (SECTION 16)

Community Facilities Programs

Liaison	Brian Seamans
Arrell Observation Home	Ed Mahoney Joanne Preston
B'nai Brith Cottage (Chedoke Hospital)	Sharon Carson
Dawn Patrol	Shirley Gunby
Grace Haven	Helen Mowbray Mary Welsh
Hamilton-Wentworth Detention Centre	Ken Ashcroft Pat Bossert Dave Elliott
Lynwood Hall Children's Centre	Peter Fleming Nancy Stephens
McMaster University Medical Centre	Ruth Timney
Robert Mac Home	Rose Knight
Rygiel Home	Rose Knight
St. Joseph's Hospital	Betty Jean Robinson Barbara Spanos
Webber House	Janice Scott
Woodview Children's Centre	Valerie Shepherd

ENGLISH AS A SECOND LANGUAGE/DIALECT

Elementary English As A Second Language/Dialect Programs

Burkholder	Rosemary Almas

Elementary English As A Second Language/Dialect Program - (continued)

Centennial	Rein Ende
	Sophie Krausz
Elizabeth Bagshaw	Savine Lobo
Gibson (a.m.)	Scott McNie
(p.m.)	Marilyn Albracht
Hess Street	Helen Bettig
	Helen Potocki
Lake Avenue	Michelle Friessen (0.5)
Linden Park	Kathryn Dilar (0.5)
Stinson Street	Irene Stewart
Tweedsmuir	Robert Cortina

Secondary English As A Second Language/Dialect Program

Sir John A. Macdonald	Sheila Babb
	Sandy Davidson
	Cheryl Ende - Head
	Rosemarie Mechel
	Marilyn Richter
	Sonya Rizzato
	Edith Schroedter

AUGMENTATIVE COMMUNICATION

Augmentative Communication Resource Teacher

Eastmount Park (Speech/Language Services)	Barbara Rush

Speech and Language Pathologists

Eastmount Park (Speech/Language Services)	Elizabeth Belisario
	Lynne Costello
	Susan Ham
	Jennifer Holmes
	Monica Knott
	Debbie McQuin
	Ruth Simons
	Sue Troncho

(Resource Room and answering machine located at Eastmount Park School)

ELEMENTARY ITINERANT

Elementary Itinerant Teachers

Allenby	Judy Moore
	Sandy Ophoven

EDUCATION CENTRE

Special Education Department

Coordinator	Robert Adams
Consultants	Eto Corcione
	Eric Hipkiss
	Dave Hutton
	Wanda Lane
	Georgina Pain
In-service	Ed Wiens
English as a Second Language/Dialect	Neville Nunes

Special Education Department - (continued)

Secretaries		Debbie Bell
		Kathy Harrow
		Liette Hayman
		Wendy Soyka
	(casual)	Karen Courchesne

SPECIAL EDUCATION DEPARTMENT SERVICES
AREA/PORTFOLIO RESPONSIBILITIES
1988 - 1989

AREA	**1**	**2**	**3**	**4**	**5**
Superintendent	Jim Forrester	Frank Kelly	Rick Binns	Pat Gillie	Don Rothwell
Area Supervisor	Barb Howard	Donna Quigley	Al Scott	Ray Irvine	Bruce Mair
Special Education Consultant	Wanda Lane	Georgina Pain	Dave Hutton	Eric Hipkiss	Eto Corcione
Primary Gifted Learning Resource Teacher (PGLRT)	Franki Johnstone	Betsy Durritt	Alison Preece	Mary Haylock	Joanne Neath
Speech and Language Pathologists and Assistants	Monica Knott	Susan Ham Filomenia Barricelli	Liz Belisario Sue Troncho	Lynn Costello Lynda Staley (.5)	Deb McQuin (.5)
Speech and Language System Responsibilities	Trainable Retarded Program - Jennifer Holmes (.5), Deb McQuin (.5), Lynda Staley (.5) Speech and Language Classes - Ruth Simons, Jennifer Holmes (Elizabeth Bagshaw) Augmentative Communication - Barb Rush, Susan Barnard				
Central Office	Coordinator - Robert G. Adams In-Service - Ed Wiens Section 16 - Brian Seamans English As A Second Language/Dialect - Neville Nunes				

Portfolio Responsibilities (System-wide)	**R. Adams** Speech/ Language	**E. Wiens** In-Service	**B. Seamans** Special Education Newsletter	**N. Nunes** Multi-Culture Centre Liaison	**W. Lane** Hearing Impaired Visual Impaired S.L.D.	**G. Pain** Gifted	**D. Hutton** Assessment Behavioural Multiple	**E. Hipkiss** Program for the T.R.	**E. Corcione** Autistic Physically Impaired G.L.D.
Process Responsibilities (System-wide)	Pro Tem S.E.A.C. Budget I.P.R.C. Resource Withdrawal Room		Personalized Equipment		Annual Reviews		Computers		D.A.R.T. Process

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